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The Training School Quarterly

VOL. VIII

OCTOBER, NOVEMBER, DECEMBER / 92 No. 1

THE COMMUNITY AND THE TEACHER

Address Delivered by Dr. W. C. Smith, before the North Carolina
Parent-Teacher Association

(As reported in the *Greensboro Daily News*)

May I offer my credentials—present briefly the opportunities and the experience which qualify me to speak on this subject?

I am the son of a teacher—a university graduate who for more than 30 years devoted his time and attention almost exclusively to the profession of teaching. I know the atmosphere of a teacher's life—its patched economies, its shabby dignity—from the intimate viewpoint of one who was reared in a teacher's home.

I am a teacher, a university graduate, who teaches in the public schools. I am one who devotes his time and attention almost exclusively to the teacher's profession. I know the atmosphere of a teacher's life—its financial struggles—its hopes deferred, its visions unrealized—from the pangs of personal experience.

I am a product and a patron of the public schools and a teacher of those who teach in the public schools. I am, therefore, interested in the schools from a personal, a parental, and a professional standpoint.

What then does the community owe to its teachers?

Let us approach that question with two others, namely, "What does the community entrust to its teachers?" and "What does the community expect and require of them?" If we answer these questions frankly and intelligently, we shall be far on our way towards answering the one that constitutes our subject.

First, then, what does the community entrust to its teachers?

To the banker we entrust our money, to the lawyer our legal rights and documents, to the doctor our physical bodies, to the architect and contractor the planning and construction of our dwelling, to the manufacturer the supplying of our physical needs and desires, to legislators the framing of the laws under which we are to live, and to executives the administration of them. All these we pay such compensation as enables them to do our work efficiently; all these we accord an honorable place in our social esteem. By reason of the trust imposed in them and the rewards accorded them they become

men of mark, eminent citizens of the community. The banker, the manufacturer, the doctor, the judge, the senator, the mayor are not hirelings or charity wards but honored citizens and friends.

Here is your greatest treasure, your most vital possession, the community's supreme asset—your boy and girl. From these you and your community are to get your homes, your social life, your industrial prosperity, your bankers, your manufacturers, your doctors, your builders, your lawmakers, judges and executives.

The energy we expend in the production of wealth is energy expended chiefly in the interest of our children; the self denial we practice in the saving of wealth is chiefly for their benefit; the money the banker holds in trust is money held for them, the insurance we carry and the deeds and wills we record have them in mind as beneficiaries. Our children, whether we consider them from the viewpoint of the parent or the state, are our chief present and future concern, for upon them depends the realization of our hopes and ambitions, the peace and happiness of the home, the progress of the community, the destiny of the nation.

To whom then shall we entrust this treasure, these bonds and securities, these bone of our bone and flesh of our flesh, not for a week, a month, a term, but for all the years of their formative growth and development in body, mind and spirit?

And what just compensation, what rewards, what honors, what sympathy, encouragement and gratitude, what gracious courtesies and evidences of friendly appreciation shall we bestow upon those to whom so much is committed?

Our second question: "What does the community expect, require, demand of its teachers?"

The requirements are many and varied; let us try to classify them.

1. Professional requirements: We demand of the teacher intelligence, ability, skill—the training of years in the academy, the college and the professional school. But the end is not yet. What means all these teachers' meetings, these county institutes, these summer sessions? That to meet the professional requirements, the teacher's training is continuous, month following month, year following year, during the entire period of service. It has fallen within my province to teach teachers 50 and 60 years of age. Possibly they derived some comfort from my inexperience—some encouragement from my amazing ignorance.

We make no such demand upon our bankers, our manufacturers, senators, mayors and much less insistent and continuous demands upon lawyers, doctors, dentists and ministers.

Oh, its teacher this and teacher that, and teacher you prepare,
To show the what, the how, the when, in earth and sea and air;
And if worn out with such demands, you seek at length to die,
Remember your certificate and state your reasons why.

2. Requirements that relate to dress and appearance.

It is difficult to state these positively, but we are safe in saying that you do not want your children taught by one who rooms and boards in cheap and questionable lodging houses, who wears frayed and soiled linen, whose shoes are unpolished and apparel frowsy—whose manners, in short, are vulgar and whose appearance is an example of shabbiness, cheap tawdriness and bad taste.

With the teacher it is not a matter of choosing the hour when she is to appear for public inspection. With her it is not a twice-a-week shopping expedition or an occasional function. She is always in the public eye, on the street every day and subject to inspection from eight until four. She must be neat, respectable in manner and appearance.

Oh, its teacher this and teacher that, and teacher wear a smile
Tho' all the rest you have to wear is going out of style;
Just get some bargain substitute for body, head and feet,
But mind you look respectable in school room and the street.

3. Requirements of general culture.

Apart from professional efficiency and respectability of appearance, we demand of those who are to teach our children an acquaintance with the agencies of general culture—all that is comprehended under the terms books, magazines, lectures, concerts, educational and art exhibits, music and travel. One who is ignorant of these agencies of culture, who is not alert to the finer things of life, is not a person to feed the minds and form the tastes and establish the ideals of our children.

It costs something of course—about \$12 or \$16 a month, to see these requirements—but what is that to a teacher's munificent salary, with board only \$45, a neat dress \$40, shoes \$14, rain coat, umbrella, hat, cloak and appurtenances galore—with negligible little items for laundry, dental work, medical attention, car fare and charitable contributions? Sixteen dollars—what is that to banker, manufacturer, lawyer, doctor, broker, real estate or insurance agent, motor salesman, civil engineer, or cotton mill superintendent? What is it to a contractor, factory foreman, plumber, electrician, surveyor, land

auctioneer? Why, given a handful of straw and a chicken's wing a bonnet maker can in two hours put a \$16 creation upon a telephone operator's head.

Oh, its teacher this and teacher that, and keep a-moving, please;
We want the latest culture in stirring times like these.
No antiquated spinster, no prehistoric sage,
Can hope to teach our children in this progressive age.

4. The moral and spiritual demands.

I speak here not of the fundamental requirements of honesty, truthfulness, temperance, insisted upon in bankers, merchants, lawyers, doctors—but of the more exacting and insistent demands daily and hourly made upon the teacher. No moody, cross, peevish, fault-finding, selfish and self-centered person is a fit object lesson and guide for your child and mine. From the teacher we expect—yes demand, the fruit of the spirit, love, cheerfulness, peace, long-suffering, gentleness, goodness, brotherly kindness, meekness, faith. They must work and plan not primarily for themselves but for others. They must be sympathetic, patient, tactful—40 different things, all of them good, to 40 different children from 40 different homes.

Oh, its teacher this and teacher that, and here's an angel child,
You teach him all he needs to know and keep him undefiled;
By precept and example, too, unselfish, patient, meek,
And when the critics criticize, just turn the other cheek.

5. Requirements of service rendered to school and children.

The conditions of modern society impose increasingly heavy burdens upon the teacher. As people crowd together and the leisure and privacy of family life become more and more a thing of the past, the functions formerly exercised by the parents are transferred to the teacher. Manners, morals, deportment, must necessarily be largely committed to them. As play and physical exercise become unsafe under dangerous and restricted modern conditions, the school playground and its equipment become more essential. As factory and shop conditions with their old system of apprenticeship disappear, the school becomes sponsor for the child's manual training. As knowledge of the laws of health, all that relates to air, water, food, cleanliness and sanitation becomes imperative, instruction in these subjects falls chiefly to the lot of the teacher. In other words, the teacher does not give a limited number of hours of instruction on a limited

number of subjects—arithmetic, geography and spelling—but spends herself unspairingly in the interest of the child's mental, moral, physical, social and spiritual welfare.

We make no specific hour demand on banker, lawyer, architect, civil engineer; at his own will each accepts or rejects his clients; at his own hour enters or quits his office; at his own pleasure rests or takes a holiday. Imagine a teacher selecting the attractive or profitable cases and rejecting those children who in themselves or their parents are likely to prove disagreeable! Imagine a teacher appearing at her desk at 10 o'clock in the morning or taking blue-Monday or black-Friday off.

We do not expect the laborer to be employed on our work when the limited number of hours contracted for are at an end. But we do expect the teacher to be in her place before the children assemble, to guide them in all their working hours, to superintend them on the playground, to read their papers, correct their exercises, make out their reports and attend all necessary conferences when the school doors are closed, and to labor far into the night in the preparation of next day's work. I'll venture the assertion that teachers are compelled to do more hours of night work than all the employees of any other day calling or profession.

Oh, its teacher this and teacher that, and here's a life of ease;
Just sixteen hours of work a day, and such a few to please—
The children and their parents dear, the board and public, too,
It puzzles busy folks to think what teachers find to do.

6. Outside service.

We expect teachers to identify themselves with the life of the community and to be willing workers in every good cause. If club programs are to be made out and effectively presented, if social betterment and health work is to be carried on, if pageants or public entertainments are to be given, if flag-day, Memorial Day, Arbor day, Labor Day or any important anniversary is to be celebrated; if canteen, Red Cross and other charitable and philanthropic labors are to be performed; if Y. M. C. A., Y. W. C. A. and Sunday School classes are to be properly taught who to be called upon but the teacher? On what other profession do we make such numerous and such constant demands? And who ever thought of paying a teacher for these hours of outside work? It costs something to do it—in time, energy, dress, personal outlay and moneyed contributions, but who ever provided them with extra funds, or a street car ticket or a postage stamp?

Oh, it's teacher this and teacher that, and here's your work outside,
Come while you rest, be useful, be freely occupied;
And when for forty years you've done what no one else will do,
The asylum and the county home will have a place for you.

Our demands, our requirements suggest the measure of what we owe. The compensation, the rewards, the manifest appreciation should be in proportion to the trust committed and the demands made.

If the trust committed to the teacher be the community's supreme asset should we expect them to do work in buildings and with equipment inferior to that of a bank, insurance office, hotels, garages and manufacturing establishments? What are the handsomest and the best equipped structures in this and your community? To what do we point with pride—our hotels for the entertainment of transient visitors, our courthouses into which neither we nor our children enter twice a year, our churches used twice a week by the members of a single denomination, or our schools, the one institution in which everybody is concerned and where the children spend five days a week for the ten most critical years of their lives? We are perhaps safe in saying that in the last five years more money has been expended on garages for the sale and housing of motor cars than has been expended for public school buildings in half a century. The place of business and the home surroundings of the teacher should be the best that are to be found in the community.

Again, if our professional requirements are greater and most continuous in the case of the teacher, the professional reward should be proportionate, and if in addition we make demands in dress and personal appearance and in general culture, with outlay for books, magazines, lectures and travel, then it becomes us, the public, the employer, and beneficiary, to see that the salary we pay is in keeping with our demands. The salary of a teacher should be more rather than less than that of all other professions.

I say nothing about additional pay for overtime work, for in the case of teachers, overtime professional work consuming all their afternoons and evenings ought not to be assigned or permitted. It is not simply that teachers have their right to rest and recreation—but it is suicidal folly on our part to permit those who have the mental, physical and spiritual oversight of children to become themselves nervous wrecks.

For the outside service demanded of the teacher we owe the full measure of appreciation—not condescending patronage—that we give

the others. I have known women teachers, not once or twice, but scores of times, to labor whole weeks, night and day—in rehearsals, drills, costuming—for some public or charitable event, then go unmentioned in resolutions and press reports, while some one who rode with the speaker from the station, or headed the receiving line, or sang a solo was given greater column publicity. Poor reward, this jingo publicity—perhaps you say—but since it is public appreciation and public acknowledgment, and since it is extended from the marshal who headed the procession back to the caterer who prepared the refreshments, why not the teacher who labored unstintedly for three weeks?

One of the happy evidences of the coming of a new era in this respect is the work of the Parent-Teacher Association in behalf of the homes and social life of the teachers. Some of our more progressive men's organizations are likewise manifesting their appreciation of the teacher service. And why not? Why not the churches? Why not the community as a whole? If the teachers are to be living reservoirs from which our children, our homes, our Sunday schools and our community are to draw cheer, strength and inspiration we must see that their lives are not cheerless, barren and hopeless. Who can be pleasant, tactful, sweet-tempered, optimistic when leading drab-colored lives in squalid or unattractive surroundings, when, nagged and pinched, depressed and humiliated, they have neither time, nor money, nor opportunity to take their rightful and necessary place in the social life of the community?

Our debt to the teacher can never be paid, but the time is at hand when what we can do, that we will.

We can pay them more in accordance with what we pay others of like ability and like training—more in proportion to the trust committed to them and the demands made upon them. We can provide them with better buildings, better equipment, more attractive surroundings and more comfortable homes; and we can extend to them those finer courtesies which money can not buy—the sympathy, the gratitude, the manifest appreciation which redeems their holy ministry from humiliating patronage and smiling contempt.

It is a matter of the heart, of the mind and of simple justice. A matter of the heart, for where our treasure is there will our heart be also; a matter of the mind, for the eyes of our understanding being opened, we shall see the hope of the teacher's calling; a matter of simple justice, for the laborer is worthy of his hire.

There are duties which are not tasks but happy privileges. Community service is one of them. There are those who work primarily

for themselves and in so doing advance the interest of the community. A just reward and merited recognition be theirs. There are those who work principally for the community. A just reward and merited recognition be theirs.

We are members one of another—bankers, manufacturers, lawyers, doctors, merchants, builders, ministers, teachers—working together for the conservation, the promotion, the development of the things of most worth.

Render therefore to all their dues; tribute to whom tribute; custom to whom custom, honor to whom honor.

COMMUNITY SERVICE IN GRANVILLE COUNTY

ANNIE LEWIS BLED SOE,
Director of Community Service.

In the early part of the year 1920 the Superintendent of Public Instruction in Granville County applied to the State Bureau of Community Service for a county operating unit. At about this time I was in correspondence with the State Director of Community Service in regard to the work in the counties, and it was thus that Granville County and I were brought together. I entered upon my duties as Director of Community Service in Granville about the middle of May, 1920. Since that time so much has happened that I scarcely know how to group events in narrative form. Only a bare outline of our activities can be given here.

In each of the twenty counties having this service there is the same outfit—a motion picture machine and a Delco plant for generating electrical current. This is mounted on a truck in such a compact and convenient way as to make it possible to “set up” and put on a picture in fifteen minutes. The Director has a mechanic to drive the truck and operate the moving picture machine.

The moving pictures are the chief means of reaching the people. Ten community centers, located so as to be accessible to the largest possible number of people, were selected and we visit these places with the pictures regularly once in two weeks. We do not speak of these visits as “shows” for we aim to make them real *Community Meetings*. On the occasion of my first meeting in a certain community a lady said to me, “I am eighty years old and never went to a show in my life, and I don’t feel exactly right about coming to this.” It then became my pleasure to explain to her that we were not having a “show” but a Community Meeting at which we showed moving

pictures. At the close of the meeting I asked her if she felt that she had done anything wrong. Her answer was, "No, ma'am,—Them sheep was the prettiest things I ever saw. I want you to come again." I have one night each week not taken by my regular meetings, and on these nights I hold special meetings at other places. In this way I manage to reach every section of the county. Time after time has it been said to me, "I never saw a moving picture before"—and invariably those people are highly enthusiastic and never miss a meeting if it can be helped. The pictures are not entirely educational, for our purpose is to go farther than that—or perhaps our definition of education is broader than that commonly accepted. The principal object in using the pictures is to get the people together—institute a community spirit. Then we can work for whatever aims we have—and they are many.

We seek out the local talent and bring it to the front. This is not always easy, but much has been accomplished in this direction. In practically all of my communities I now have a list of people who *do things*, and they take their turns serving on the program. Their talents vary, as talents will, but we use them all. At one meeting a man was playing the banjo when another said to me that he would "knock" if he had some straws. I had not the faintest idea what he meant by "knocking," but I said, "Let's get the straws." He did just that and "knocked" until he became so enthusiastic that he got up and executed a clog dance! Whereupon a neighbor of his remarked, "I never thought I'd live to see Mr.— take such an interest in anything." Truly it is worth something to wake the people up to a point where they are not only willing but eager to do whatsoever they can. When it is possible, I get a good speaker to go to these meetings and give a ten minute talk on some live topic. Then we encourage round-table discussions, and the people are really beginning to respond to this call. Community Clubs are being organized, it being our object to have one such in every community. There are several organizations of this kind in the county doing good work at the present time. In the summer months we have picnics, brunswick stews, barbecues, watermelon parties, and all such things in the late afternoon preceding the meeting in the evening. These are planned and arranged for by community leaders under our supervision. This helps to accomplish one of our chief aims—to develop leadership among the people themselves.

While the schools are in progress I give the first thirty minutes of the meeting to the school, and we have some wonderfully interesting and varied programs. We make it a point of honor to get on this

program, the pupil having to excel in his class and make a satisfactory record on deportment before being given a place on it. This incites a keener interest in the school work and encourages originality, at the same time lending greater attraction to our meetings. Among other features added by the school are parties of various nature which we frequently have at the close of the meetings. Just at this time we are having Hallowe'en parties, which the witches, ghosts and goblins attend in full force. They rob you of your small change, too, if you are not careful, their spoils being invested in playground apparatus or some other equipment for the school.

All of these things—and more—are accomplished through the community meetings. Already there are visible results—and they are pleasing. If we had nothing more than the pictures, it would be worth while, for they furnish a diversion sadly needed in the monotonous lives of the country folk and, at the same time, in a more forcible manner than could hardly be expected by any other means they teach lessons along such lines as health, vocations, and citizenship. A number of instances of this have come to my notice. After we had run a film showing the care of the teeth and results of their neglect, a druggist told me that he sold more tooth-brushes and dental cream the next day than he had in the twelve preceding months. Our vocational films are of such a varied nature that every one at one time or another gets a picture along the line of his highest interest. It is extremely gratifying to see the interest with which the people watch these pictures and to hear them talk about them afterwards. Perhaps the greatest proof of the interest taken by the people in the community meetings is the fact that they follow us from one place to another, the same people sometimes attending our meetings at three or four different places, although we use the same pictures at each place. Sometimes they see the truck pass and immediately get out the Ford and follow us up, not knowing that a meeting is scheduled but very sure that where the truck is something interesting will transpire.

The part the Director plays in these meetings is varied. She does anything from amusing the babies to making a speech. In fact, I have done both of those things at one and the same time. There are comical situations, too, in which she is apt to find herself occasionally. At one time it devolved upon me to cook supper for a couple of old bachelors and their aged mother—and it was then that I was sorry not to be able to cook as well as I could operate our moving picture machine. We must go through all kinds of weather and over all kinds of roads—sometimes over no roads at all. We usually allow a plenty of time for getting stuck—or for getting out after we are stuck,

for that requires time, *and mules*. We spent an hour in a stream once. The stream was swollen and we found when we attempted to cross that a part of the bridge had washed away. However, no matter what the weather or what the condition of the roads, I have never yet failed to hold a scheduled meeting.

The Director of Community Service is also the Supervisor of Physical Education in the schools of the county. At present there is no Physical Education in the schools to supervise. It is a tragedy that this should be so, nevertheless it is. Therefore it behooves us to introduce it, and we hope ultimately to make it a regular part of every school curriculum. It is my sincere belief that the schools of today need just that more than they need anything else. During the summer I began to stimulate an interest in Physical Education by making plays and games a feature of our picnics. It was astonishing to find that in every community there were children who had to be coaxed to play! However, it is easy to develop in them an eager interest in the games. After they have watched a few they are anxious to participate and will soon overcome their timidity. All we need is leaders, and through the teachers we hope to discover and train at least several in each community. In the larger schools we are organizing athletic clubs both for the boys and for the girls, and we are working towards a big Field Day in the spring, with all the schools participating. In fact, we think it will be such a big Field Day that it may be necessary to use two days to get everything in.

One of the most important phases of our work I must pass over with just a few comments. Realizing the need—and the lack—of fit citizens the Bureau of Community Service has undertaken to develop the boys and girls into this class. This is attempted through the medium of Junior Citizenship Leagues. To become a member of this league four sets of tests must be passed, these being for physical fitness, intellectual fitness, vocational fitness and social fitness. The first tests are offered upon the passing of the seventh grade examination (about the age of fourteen years.) When a child has passed these tests he is given a Certificate of Junior Citizenship bearing the great seal of the State and the signatures of the Governor and the State Superintendent of Public Instruction. Besides showing that the first tests have been passed, this certificate bears blank spaces for recording the passing of the second and third tests (given after intervals of two years.) The certificate is complete when these tests have been passed. We have organized classes in Junior Citizenship and hope to have some to pass the first tests by December, 1920.

Much more could be said about this thing called "Community

Service in Granville," but neither time nor space will permit me to do so here. We have aims and purposes that I can not even touch upon, and I have not been able to do justice to those I have mentioned—it would take one more gifted with eloquence than I to do that. It is a great work—not easy, and not always fraught with the results we desire. There are times when things go so well that we sing for happiness—and there are times when we feel like weeping. Thus it is with any work touching human lives, and we can but forget the few moments of despair and the petty worries of the day in the knowledge of the greater things of tomorrow. There is not much money in the work, in fact there is hardly a living in it, but there is a great joy and a vast satisfaction when the day is done (though this day extend into the wee hours of the night) to feel that you may have brightened a spot in some life and perhaps advanced a small part of the world ever so slightly along the way to a higher civilization.

CRAVEN COUNTY REALITIES, PRACTICES AND IDEALS

EDNA CAMM CAMPBELL,
Teacher-Training Director.

- I. A college graduate with theoretical and practical training.
- II. A normal graduate with theoretical and practical training.
- III. A college graduate.
- IV. A normal graduate.
- V. A high school graduate with practical training.
- VI. A high school graduate.
- VII. A grammar school quitter with practical training.
- VIII. A grammar grade quitter.

These are the eight classes from which teachers are drawn, plus, of course, the person from any of these groups who has for an uncertain period of time, for various reasons, been engaged in some other line of activity, such as matrimony, dressmaking, keeping a home for a relative and clerking. More often than not this latter class looks upon teaching as something which any one can do, consequently re-enter or go into it with absolutely no normal training or improved methods; no knowledge of "How" or "What" to do; giving a most

concrete example of, "Where ignorance is bliss, t'were folly to be wise." Who pays the price of this? Our children, the hope of progressive civilization.

For years, almost centuries, we have contentedly chosen our teachers from any of these groups, patting ourselves on the shoulders if we were fortunate enough to obtain them from the first four—even the first five groups—and sleepily shrugging our shoulders and condoning with ourselves on our "Hard luck" if they came from the others. How many farmers in this agricultural state would be satisfied to turn the management of even part of their farms over to a green, untrained grammar graduate; a person who had never had any responsibilities connected with a farm, a person, who because of foreign interests had not been connected for a long period of years with farming? Not a farmer would do it for failure would be the natural expectation, money be lost, unless a miracle, a divinely guided exception, occurred. Yet, when it comes to selecting a teacher, no business standards of judging his or her ability are applied. Often with the remark, "Well, she's a good little woman and needs help," the door is closed upon an unequipped instructor and forty wiggling active little personalities. The community takes a gambler's attitude on the outcome, for—Oh well! 'Tis only one year of child energy lost; one year multiplied by the forty pupils—only forty years of life practically wasted! But—"What's the use of worrying? It never was worth while."

Craven County, like all other parts of the country, has had something of this attitude; been slack in her educational policies and practices; has employed untrained grammar grade quitters and high school graduates in her teaching force and gone lazily on. However, with the present teacher shortage and the increased demands for our children to be truly educated she has awakened and is striving with all her members to give the best obtainable to her youth. Naturally, the change cannot come in a day nor a fortnight, and at present untrained high school students are on her teaching force receiving excellent salaries, as such things go in the teaching world. But a change is imminent, for steps are being taken in the eradication of such conditions and for the permanent improvement of our county.

This past summer the county opened free of all charge the Craven County Farm Life School plant and gave to its teachers a summer school. Here under competent instructors the subject matter for the elementary school and how best to present it was studied for eight weeks. This insures a band of better equipped, more enthusiastic workers for our county this present session. Next summer we hope

to have more of our own teachers and possibly some from adjoining counties to come in and give and receive help along these same lines.

Realizing that the teacher shortage is not of immediate temporariness, we have followed the advice of our progressive educational leaders and established a course in teacher training along with other vocational courses in the Farm Life High School. The purpose of this course is to present the subject matter of the first three grades to the high school student and to see that it is mastered from the teaching standpoint. Naturally, this latter step brings in discussion of child nature and how best to train and correlate it with living conditions through school activities. Our work, as it is planned and is now beginning, covers this first point and to accomplish the latter we discuss in our daily recitations methods and devices of the recitation and the "Why." We give lessons to each other and discuss them from every practical angle.

The primary department of the Vanceboro Grade School is our demonstration and practice-teaching department. Here we go to watch the children and teachers in every day, ordinary work and come away with concrete material for constructive, destructive criticisms. Here we shall do our practice-teaching under the supervision of the grade teacher as well as the teacher-training instructor, getting practical experience in schoolroom activities and responsibilities, in application of the improved methods and ideals. This means: first, that the Craven County High School students who feel that they must teach before advancing further may do it in a somewhat enlightened manner; second, that in the course of a year or more no school will willingly have on its force an untrained high school graduate; third, that the vision of an economically citizenship-trained youth will sweep over our people and they will demand that all instructors of their children be college graduates with normal training; fourth, that we shall have made a colossal advance toward equal education for all.

Again, Craven is struggling for advance in other lines. Feeling the need of group-center schools and for supervision and not having money for all her needs the teacher-training teacher was employed with the understanding that some of the above work should be among her responsibilities. It is to be her privilege before the year is over to help establish Vanceboro Grade School as a group-center in full operation and see that at least three others in the county are started with all of the schools seeking guidance and striving to do their best regardless of adverse conditions.

We are very far from our ideals, but if you don't believe we are in

the progressive march come watch us gather in welfare betterment and teacher organizations; paint, nail, teach, consolidate and sing to the tune of, "Our Boys Will Shine."

"Craven County will shine this year, Craven County will shine,
We'll shine in beauty bright, all down the line;
Craven County will shine this year, Craven County will shine,
When the year is up and reports come in,
Craven County will shine."

THE RALEIGH PAGEANT

SUSAN IDEN

Under the witchery of a fall moon in perfect October weather, there was presented at Raleigh's baseball league park, three nights during State Fair week, Dr. Frederick Koch's community drama, the ter-centenary pageant, "Sir Walter Raleigh, the Shepherd of the Ocean." Under the glamour of the romance and the imagery of Dr. Koch's beautiful production, the wonderful lighting effects, the background of trees with just a touch of autumn leaves so natural looking in their grouping that they might have grown there, alive with color and moving figures, the old bare and barren baseball park was transformed into a land of witchery and romance, where knights and ladies walked and kings and queens held sway.

The centuries were swept aside and time was turned back three hundred years. The six or seven thousand persons who witnessed the production on the three nights it was presented found themselves caught in the grip of the romance and tragedy of a great figure, Sir Walter Raleigh, once favorite of Queen Elizabeth, hero of the Spanish main, and dreamer of a new world beyond the sea. Though Raleigh's life ends in tragedy the play closes with a note of triumph, the realization of the faith of Raleigh that Virginia still lives and that his city of Raleigh in the new world will yet be a realization. The union of Great Britain and America, the strengthening of the ties between the two countries, is typified in the closing tableau under the crossed flags of the two lands, while beneath stands the glorified figure of Sir Walter.

To those who watched the pageant grow the successful performance was little short of wonderful, especially the strength and dignity with which the actors presented the play, the manner in which they grasped

the meaning that the author had sought to present and the feeling with which they put it across to the audience. The outdoor acoustics was wonderful and not a word was lost.

There were possibly some technically dramatic faults that the author, Dr. Koch, professor of dramatic literature in the University of North Carolina, and Miss Elizabeth Grimball, director of the production, might have detected, but to the general audience they meant nothing and the wonder was that in a base ball park with no stage facilities whatsoever and with raw material, only a few in the cast having had any dramatic training at all, the pageant was presented with so much skill and art.

From a box in front of the grandstand Dr. Koch witnessed the performance and expressed his pleasure in no stinted terms at the manner in which the whole thing had been handled. During the intermission when he was presented by General Julian S. Carr, who occupied an adjoining box, and called on for a speech, Dr. Koch expressed his thanks and appreciation for the interest shown by the large crowd in his production. It is his desire, he said, to awaken a sense of what we have in North Carolina, of the heritage the State has in men whose name is cherished in the city of Raleigh in North Carolina.

There were no more interested spectators at the pageant than the two bright eyed youngsters of Dr. Koch, who were very proud to be witnesses of their daddy's play.

Another interested spectator was Mrs. Rathbone Smith, of Canada, the only member of the Sulgrave Commission who was fortunate enough to get to Raleigh to see the pageant. She was immensely delighted and asserted that after seeing the production she felt that it was a tragedy that the overseas delegates had to return without seeing the masque.

Departing from the accepted form Dr. Koch, instead of starting with the one man and ending with the mass of people, has begun his pageant with the massing of the Elizabethan crowds and ends it with the solitary figure of Sir Walter. In doing so he has impressed the tragedy of the man, thrown into bold relief the figure of the high adventurer with his dreams of the great new western world, the sunbright world shattered.

No description could give an idea of the soft beauty of the lights that shift across the scene like rays of sunlight, bringing out the beauty of the massed trees in the background, the touch of autumn foliage at the wings, or that dim and soften into dusky shadows in which lurk the dreams of Raleigh's past.

Very little stage setting is needed, a throne for the Queen and King, a table and a chair for Sir Walter in his prison cell. A new use was found for the Virginia Dare chair, carved years ago by Miss Cheshire from wood grown on Roanoke Island. This placed on a raised platform made an ideal throne.

Just to one side were grouped several hundred Meredith College girls under the direction of Dr. Dingley Brown, director of music at Meredith College. They furnished the accompanying choruses and added much to the success of the production. The orchestra music was under the direction of Arthur Cain.

Behind the scenes and directing the lighting, the music, giving the cue to the performers, in a dozen places at one time, was Miss Elizabeth Grimball, of the New York Drama League, under whose direction the pageant was produced. She was ably assisted at every point, and was all through the weeks of preparation, by Mrs. J. Bryan Grimes. Ever since the pageant was first dreamed of the past spring Mrs. Grimes had it on her heart and worked untiringly night and day. Miss Grimball achieved an almost unbelievable artistic success in taking the raw material she found here and turning out such acceptable actors and actresses. The color effects were all her work—the shaping of the pageant to the idea of the author, the direction of the stage setting and the hard work of getting every actor to feel the dignity and spirit of the thing.

Every costume appearing on the stage, with the exception of one, was a home product, most of them constructed out of the cheapest and simplest material, some from old evening dresses and bits of cast off finery. The dye pot was constantly used. With the exception of the wigs and tights which had to be ordered, the costuming was strictly a community affair, as well as the whole pageant. So cleverly did unbleached muslin and wrapping paper work up into armor, silvered with banana oil, that many wanted to know where the armor was borrowed.

Adding the touch of romance and of idealism to the pageant as it was produced in two parts of several episodes each, was the Spirit of Youth, accompanied by an airy group of graceful spirits of youth. The part was a difficult one and was carried off with real dramatic skill and much grace. The Spirit of Youth appears in the prologue and in the epilogue; also at the opening of each part. The scarfs of the spirits of youth were symbolic in color, ranging from the green and yellow of promise, in the first of the pageant, through the gray cloud of Stuart tyranny, the dark hue of the prison cell, to the rosy hue of triumph at the end when the spirit of youth appears with her torch burning high.

The first episode is a scene on the Harrow Field, a suburb of London, on the eve of the Invincible Armada, 1588; the second episode, at Harrow Field eight years later, a celebration of the victory of Cadiz, when Raleigh has his vision of the new world.

In the first part appears the London populace in scenes of gayety and jollification. Many dances are introduced in this part.

The second part, eleven years later, features the Sir Walter Raleigh of prison days. In this is featured an esthetic dance, "The Lure of the Orinoco." Dream pictures of Raleigh's youth flit across the back of the stage and pause a moment in tableau. Raleigh dreams again his dream of the new world, of Venezuela, and is lured again by the Spirit of the Orinoco to his doom.

Raleigh makes his last venture before the Stuart king and is crushed by his tyranny and at the midnight hour is led to his sacrifice in the tower.

The pageant closes with an epilogue, the triumph of Raleigh's vision and a symbolic dance of the spirits of youth.

In the prologue of the pageant Dr. Koch sets forth the purpose of the masque, commemorative of the anniversary of the execution of Sir Walter Raleigh, who as colonizer and dreamer of English empire beyond the sea united the old world and the new and became the chief defender of English liberty.

In the epilogue it is suggested that Raleigh typified England, that he represents the struggle of the English people for freedom from tyranny rule. He blazed the way for those who follow him to victory. Since those years of preparation and of inspiration, the days of Raleigh and of Shakespeare, England has become the defender of liberty. Once again in our own day, when the whole world was threatened by the overwhelming might of gray and sullen hosts sweeping o'er Belgium and threatening fair France, England once more at the Marne, in 1914, bared her breast to meet the onset as of old, fighting for liberty. Then did her young kinsmen in America go to play their part with the English youth across the seas, make good their Anglo-Saxon heritage, and now celebrate the victory won—the proved reality of Walter Raleigh's dream indomitable—of a "new English nation, pledged for aye to democratic freedom."

Following the first night's production of the pageant the editor of *The Raleigh Times* has the following to say in part as to the success of the pageant from a community standpoint:

"North Carolina's first community pageant has justified all the painstaking labor, talent and hope invested in it.

"It cannot fail to prove helpful to a sentient though oftentimes

inarticulate people. The world that is now, no less than in Wordsworth's time, "too much with us" adds daily and hourly to the distractions which encumber the hearts of men with irk. And yet communities can unite to minister to their inherent fineness quite as effectively as they join in drives for the sending forth of missionaries or the erection of a new city hall.

"Mr. Koch's pageant and the effective work in producing it done by Miss Elizabeth Grimball will have convinced this community and the representatives of scores of other communities of the truth of this."

"OUR OCEAN SHEPHERD"

Editorial from *The Greensboro Daily News*

We offer our congratulations to the Woman's Club of the city of Raleigh on the historical pageant that is to be presented there this week, and in the production of which the Woman's Club is the leading factor. That the affair will be an artistic success we have no doubt; nor do we believe that the people of Raleigh will allow it to be other than a financial success as well. But whether it pays expenses or not, Raleigh is to be congratulated on having, perhaps, not the pageant itself so much as a club with the energy and enterprise coupled with the enthusiasm for the city's history necessary to so ambitious an attempt.

The pageant should be a notable one, for in all history there is scarcely to be found a subject that better lends itself to pageantry. The very name of Raleigh calls up a pageant in the mind, for more than any other individual this man summed up in himself the Elizabethan age. It is indeed a name to conjure with; for it is powerful to call from oblivion's vasty deep all things most splendid in England's history. For her stout courage, who better typified it than he who grappled with and broke the Invincible Armada? For her courtesy, is not its finest setting the incident of Gloriana and the velvet cloak? For her statecraft, does it not date from the landing on Roanoke Island, the first small step toward the empire on which the sun never sets? For her learning, who has served it better than the sea-captain who set about writing a history of the world in his prison cell? And for her indomitable, mighty spirit, whence does she inherit it if not from the man who found in the headsman's axe nothing more formidable than a medicine that would cure all ills?

Indeed, the name of Raleigh is pageantry itself. What a name to stand at the beginning of our state's history! What a task is laid upon

the state to live up to that name! A commonwealth that claims Raleigh for its great pioneer certainly ought to have for the first article of its faith the resolution to do no discredit to that name. But that is an enormous undertaking. It means that the state must have faith in its own strength and in the righteousness of its cause—such great faith as to cast out fear. For Raleigh had that. It means that the state must have vision keen and strong enough to see across the seas and centuries. For Raleigh had that. It must hate meanness and love learning, giving to its children every opportunity to acquire the wisdom of the past in order to guide them through the future. Loyalty must be its outstanding characteristic; not merely loyalty to the flag!—thank God, there is no question of that in the case of North Carolina—but loyalty to truth, loyalty to progress, loyalty to high aspirations—in short, loyalty to its own best self. For such was Raleigh.

The most blatant demagogue would hardly have the face to maintain that North Carolina has always kept up to the standard of her knightly discoverer. Nor is this generation likely to approach it closely. But the next may come nearer to it if it realizes its beauty. Therefore it is worth while for the women of Raleigh to present in picture form the story of Raleigh to the end that it may be impressed indelibly on the mind of every North Carolina child that sees it. No mightier magic could enthrall the mind of the average boy or girl, nor to finer purpose, than the blazing story of

“Our Ocean-Shepherd from the Main-deep sea,
Raleigh.”

SUPERVISION IN HALIFAX COUNTY

ANNIE CHERRY, Rural Supervisor.

When the editor of the *QUARTERLY* asked Miss Cherry for an article for this number she was so busy doing things in Halifax that she did not just at this time see how she could prepare an article but sent a report of the work she did last year and an outline of some of the things she proposes to do this year. She gave the editor permission to use the report as she saw fit. We have taken parts of the report word for word, other parts we merely summarize. We should like to print every word of it.

If she is doing all the things she has planned to do, it can easily be seen why she has not time to write about what she is doing.—*Editor*.

The program of work planned for the past year centered around the following objectives:

1. Making the school grow out of and be linked up with life activities;
2. Making the school take care of the recreational and cultural needs of the pupils;
3. Establishing a community center at every school; and
4. Increasing the teaching efficiency of the teachers at work in the county.

Although we worked steadily throughout the months with the above goal in mind at all times, it was not possible for all the standards set to be reached in the most satisfactory manner. It is true that much more was accomplished along some lines of activity than we had hoped, while we felt that just a forceful beginning was made along others. Let me give in brief the outstanding things that have been accomplished in relation to the particular objectives, as outlined above.

1. Realizing what is learned in books should be made to function in industry, in conduct, and in ideals, life problems based upon community interests, the home, the industrial work of the pupils and personal lives of the individuals were planned to meet this. Much real live work was done in many schools and almost every subject that helped greatly to connect up the school with life activities. Several classes wrote original plays, community geographies, and did other language work with a real purpose in mind. *The Dawson Eagle*, edited by a three-teacher school, served as a real stimulus for most effective work along this line. By means of the Modern Health Crusade, the hygienic rules of health learned during the year were accompanied by constant training by practice. The cooking, sewing, basketry and millinery classes supervised by the Home Demonstration Agent were most satisfactory in those schools that attempted the work. Interest in linking up school work with actual life about us grew as the days passed, so we feel confident that a firm foundation has been laid for more effective work along this line next year.

2. If we compare with this year what was done in our schools last year along recreational and cultural lines a marked growth is evident. Never before has such enthusiasm for athletics been shown. Twelve athletic kits, containing eight different articles, nine croquet sets, four playground slides, and many other pieces of equipment were bought. The playground was the favorite place to be sought at recess in the majority of the schools. Match games were played between

different teams with great interest and vigor. A closer spirit of relationship seemed to spring up between the schools and communities as a result.

The cultural needs of many of our schools were met through the medium of literary societies, thrift societies, school choruses, music clubs, school orchestras and inter-school debates. Nothing helped to intensify wholesome school spirit quite so much as the triangular debate between the nine larger schools on the query: "Resolved, that the Re-valuation Act of 1919 would produce a better system of taxation than the present one." The schools winning both sides of the question tried for the Patterson Loving Cup in a final debate at County Commencement. We had a just right to be proud of the very first efforts of our young debaters. The Group Commencements held at the four group centers and the final County Commencement at the county seat afforded intellectual, social, and recreational enjoyment to both young and old. A more worth while get-together of the different groups of people in the county could not have been held. The Thrift Poster contest and the Malaria Contest created much enthusiasm and aroused unusual spirit for a just belief in rural boys and girls. The prizes for not only the State but for the Fifth Federal District as well were won by a small rural girl in a three-teacher school in the Poster Contest.

3. The biggest thing that was accomplished this year in the way of real community work in Halifax County was perhaps the creating of genuine community school spirit and pride among the majority of our school communities. Nothing helped to make this capstone permanent quite so much as our enthusiastic teachers, who injected life itself and a happiness for serving wherever they went. This wholesome community spirit asserted itself more forcefully during County and Group Commencements. This welding together of community and school forces was all that could have been desired for a fitful closing of the school year. The organization of Christian Endeavor Societies and other clubs in a few communities, as well as community singing, also had a part in contributing to the awakening of this new force toward true development and the power to grow into real service. It was a true delight to note the culmination of such forces for organized social work and unified community interests. Now that this enthusiastic cooperation has been fully aroused, very great possibilities for definite service next term are clearly evident.

4. My method of increasing the teaching skill of our teachers as well as helping them to become real community builders was as

follows: (a) through personal visits and private interviews, (b) through group teachers' meetings, and (c) through a three days' conference prior to the opening of the schools and a general meeting at the close.

(a) It was my privilege this year to visit the teachers in the county frequently and help adjust various matters relating to the schools in the manner of a sympathetic friend and official advisor. I spent $76\frac{1}{2}$ days with them, and at all times I found a most hearty welcome and a ready response. A suggestion was all that was ever necessary. Halifax County should be congratulated upon having such an unusually well-trained force of splendid teachers this year. Their worth has been demonstrated over and over.

(b) Of all the agencies at hand, we consider group teachers' meetings among the most important to supplement the efforts of the supervisor as directed through personal visits to the individual schools. Here it was possible to help the teachers solve their problems and find solutions to certain difficulties in a most impersonal sort of way. The schedule of work, planned to give each teacher the help most needed, bore evidence of more efficient classroom work in the individual schools and a more wholesome attitude toward professional study and growth. Special lessons observed and discussed; reading circle work studied; comparative reports on attendance as well as monthly reports of progress in community and school activities served to stimulate more effective work along these lines. After all, much definite good resulted from such days of study and thoughtful planning together. (See program for Group Meetings for topics discussed.)

(c) The three days' conference held prior to the opening of the schools in the fall was, indeed, the foundation stone to the successful year's work just passed. As a result, each teacher went to her school with definite plans for her year's work well planned and mapped out for her. This meeting was held for the purpose of (1) considering and determining the educational policies of the whole system, (2) of instruction, (3) for considering certain administrative duties and (4) to provide inspiration. In other words, it aimed toward making the opening of school mean more to every child in that school and to assist in launching the year's work in the best way possible.

In addition to the above, we felt that a forward step was taken when the Intelligence Tests were given in every school in the county and the results tabulated. This work will be continued next year.

Grateful appreciation is due Mr. S. F. Patterson of Roanoke Rapids for his generous gifts of \$100.00 in prizes to the rural schools this year. Much interest was aroused and stimulated in various activities as an outgrowth of this benevolent gift.

The program of work for the coming year will be found in detail below. It is our plan to continue this year in the main the same objectives laid down for last year's work. However, we shall concentrate upon (1) more effective community work, (2) increased growth of school work as related to life issues, (3) continued happiness of workers in the field—with the vision of a larger type of rural consolidated school ever before us as the ultimate goal.

As a final word, I shall let Woodrow Wilson summarize for us what he considers our biggest duty after all, whether county superintendent, supervisor, member of the County Board of Education or teacher out in the field. He says, "An educated man is a sort of spiritual knight who goes out upon his adventures to carry the torch that has been put into his hands so that other men may have the path illuminated for them that leads to truth, justice and liberty. A man proves his right to the title of being educated by being the friend of mankind, a helper to the human race, a light in the midst of darkness."

May we prove worthy of this supreme trust and never be weary in well doing!

PLANS FOR 1920-1921

In making our tentative outline for 1920-1921, we have attempted to intensify the plans we used last year rather than make very definite decided changes in our general program. We feel that it is necessary to clinch more firmly what we have undertaken already, but to do so from a different point of view if possible. An attempt will be made to enliven our meetings and invest them with an enthusiastic spirit, such that will pass over the teaching force and on into the communities for more direct service.

A three days' conference held before the schools opened in the fall, followed by two meetings at each Group Center and a general meeting at the close of the year was found to be such a practical, satisfactory plan that we continued the same for the coming term. We must not forget to give the opening of our schools due consideration, for that is the time when we get our teachers in the proper frame of mind for the general plans that we hope to follow during the year. Such a division of time as indicated above will give emphasis to various phases of the work that will be evenly distributed throughout the term.

All the new teachers coming to teach in the county for the first time have been asked to come one day in advance of the others for the purpose of getting acquainted with the proper way to organize

their schools and make the opening more worthwhile. The following topics will be discussed that first day:

A—General routine.

1. Plans for the opening day of school.
2. Registers, actual census and reports in general.
3. Proper gradation and classification of pupils.
4. Daily schedule.
5. Points on the value of the Course of Study.
6. How to secure necessary equipment.
7. Miscellaneous.

Beginning with the second day, the entire county teaching force came together to discuss constructive plans for the new year's work. The leadership of this meeting was largely in the hands of the different groups. The topics below were given consideration:

B—Specific Problems.

1. Spirit of 1919-1920 interpreted by old teachers.
2. Big plans launched for new year.
3. Value Group Meetings were to me last year.
4. What we as a Group hope to accomplish this term.
(This report will be made after get-together meeting has been held by each group and a definite decision reached by the members.)
5. How the county editors assisted in promoting the work of the schools last year.
6. What we would like for them to do this year—Responses by editors.
7. Definite plans for Historical County Drama as our final county program in 1921.
8. Plans for Group Meetings.
9. Separate meeting of principals.
10. Teachers' Reading Circle work. (At least two meetings will be held during the conference.)
11. Pupils' Reading Circle work.
12. Explanation of school survey.
13. County program for debates and athletics.
14. Group sings will take place at needed intervals.

(Cheer leaders will be selected for the county and for each group.)

The last day of the conference will be designated as "Community Day." A great effort will be made to make this county-wide con-

ference result in real community action prompted by real community love and spirit. The following outline, though vague and indefinite at this time, touches the plans we have in mind:

1. Notable results of school and community activities attempted last year. How? (A summary of previous year's report given.)
2. What I did last year to arouse my community to a spirit of helpfulness. Led by teachers.
3. The spirit the community wants to play toward developing school interests. (Led by representatives from various communities.)
4. What was accomplished by our neighboring county women last year. (Led by members of Northampton County Betterment Association.)
5. Spirited talks by different speakers on the subject of Community Betterment and Progress.
6. Plans for cöoperative help from all county forces.
7. How to make the best use of Community Service in the life of Halifax County communities—part of school and community and part of workers in such a plan of development.
8. Value of teaching Citizenship to our pupils.
9. Advantages of a County Exchange Bureau.

It is our desire this year to secure the maximum of help and the minimum of fatigue from our group programs if possible. At our series of Group Meetings the topics given below will enlist our attention:

1. Discussion of observation work.
2. Reading Circle work.
3. Short talks by teachers who have succeeded in organizing their communities. Notable results.
4. Discussion of individual school problems. Led by teachers of Group.
5. Singing and Games—Led by cheer leader. (About ten songs will be selected by each group and then the very best chosen for the entire county to learn. These will include (1) really beautiful hymns for chapel and church use, (2) songs to be used in the pageant, (3) attractive rounds and choruses, (4) original songs.) Games will be treated in a similar manner. The teachers will actually play some of the most effective games they have used.
6. Comparative reports on attendance, tardies, etc. (These reports will be put on the board at the noon hour in order to save time. Later they can be examined and commented on in a brief period.)

7. Reports from teachers on special problems worked out in their own schools. (These will be assigned previously—perhaps based on some phase of the Reading Circle work or on other needy situations.)
8. Progress made by Group Pageant Committee.
9. Impressive points of schools included in the Group as noticed by Superintendent and Supervisor.
10. Impressive points of Group Schools as noticed by visiting schools.
11. Short inspirational talk by different educational leaders in the State on live school topics.

A general meeting seems necessary if the year's work is completed in the most satisfactory manner. It is a time when our schools take inventory of their accomplishments during the year and see just how far they measure up to the other schools in the county. Judging from the results we had at our closing meeting in the spring, we cannot afford to omit a similar program from our general plan for another year. In the main, the following topics will be concentrated on:

1. Promotion, final reports and registers.
2. Reading Circle Test.
3. Detailed plans for County Pageant.
4. The value athletics and inter-school debates have been to my pupils this year.
5. Summary of work accomplished by community organizations—given by representatives from the clubs.
6. Discussion of summer plans.
7. Comparison of reports from all the schools along the line of school activities.
8. The reckoning day of each school. To what extent has my school accomplished the goal that was set for it at the beginning of the school year? How?
9. Group singing.

REPORT OF THE STATE EDUCATIONAL COMMISSION

The report of the State Educational Commission on the condition of public education in North Carolina was made public in November and was the chief subject for discussion at the annual meeting of the Teachers Assembly, and is one of the big questions to be laid before the General Assembly of North Carolina. A digest of it appeared in the newspapers and parts of it are creating great discussion.

The Commission was appointed by Act of the Legislature, and an appropriation of \$1,000 was made towards its expenses. The Commission invited the General Education Board, which has long co-operated with educational institutions in North Carolina, to make a survey. The Board accepted the invitation, giving to the work the services of its staff, particularly those of Dr. Frank P. Bachman, and making appropriations besides, which in the aggregate amount to \$18,000.

The report gives the State great credit for the educational progress which has been made in the face of adverse circumstances during the last forty years. It points out that during this time the number of schools—high and elementary—has increased, the number of pupils enrolled has grown rapidly, and the amount of money appropriated has risen from the sum of \$396,000 in 1880 to a total of \$8,105,000 in 1919.

Over against these favorable and encouraging facts, the report deals squarely and candidly with the defects of the existing situation, defects which will have to be removed if North Carolina is to develop a homogeneous and substantial public school system.

Here follows statistics on School Buildings and Equipment:

At the end of the school year 1917-1918, there were in the State 7,738 rural school houses, of which 5,422 were for white children and 2,316 for colored children. Most of these school houses have been constructed since 1900. The funds available for their construction were very limited, and, in consequence, the buildings are for the most part poorly built and in poor condition. Nevertheless, school houses which have been built in the last few years are distinctly superior and more substantial. The older school houses are badly lighted, badly ventilated, and wretchedly equipped. Rarely do they contain decent provisions for sanitation. The report prints pictures of these school houses, which can be found in almost every section of the State. It is, of course, impossible to hold a good teacher in an unsightly, un-

comfortable, and unequipped school building, for which, in too many cases, the teacher is herself expected to do the janitor work.

The report points out that, while the overwhelming majority of the existing school buildings are in urgent need of being replaced, the State has made a good start in this direction. It will be in the long run highly economical for the State to face the whole problem, providing school buildings that are substantially built and equipped, so that they will last during several generations.

SCHOOL TERM

In 1904, when the present course of study was first issued, city schools had an eight-month term, but of the 97 counties then existing, 30 had a school term of less than 4 months, 51 a term between 4 and 5 months, and the rest between 5 and 7 months. Not only was the term short, but attendance was poor. In the cities, only 71 per cent of the white children and 50 per cent of the colored children enrolled were in average daily attendance; and in the country districts, only 59 per cent of the white children and 56 per cent of the colored children. Thus, at that time the average school year for white children in the cities averaged approximately 121 days and for rural white children approximately 50 days. Good work under such conditions is, generally speaking, impossible. Since that day the term has been lengthened in the cities and somewhat in rural districts, but even now in rural districts it is altogether inadvisable. The school program has also been improved, though it is still too heavy for the teaching staff. This is especially true in small rural schools, where the ages of the children in attendance are so diverse that it is impossible to grade them as they ought to be graded. As a result, large numbers of children are in their studies far below the point which, at their respective ages, they should have reached.

TEACHERS

The teachers of North Carolina are for the most part untrained, and therefore unskilled. Only 20 per cent of the elementary white teachers of the State hold professional certificates, showing that they have received a satisfactory preparation for the work which they are doing, and only 7 per cent of the colored teachers hold such certificates. Of the high school teachers, about one half have had education enough to equip them for their work. Not only do the teachers of North Carolina in large numbers lack training; they lack also experience. About one half of them have taught for less than five years. The teaching body of the State is accordingly in a constant state

of flux, and is made up largely of young untrained teachers who have too little incentive or interest to remain in the profession.

These conditions are accounted for by the salaries which have been paid for such services. As late as 1917-1918, the average annual salary for the rural white teachers was \$276, and for the rural colored teachers, \$140. The Legislature in 1919 raised these salaries, but, despite this increase, the average annual salary of the rural white teacher is still only \$430, and the average annual salary of the colored teacher only \$295. It is, of course, perfectly plain that no stable and well trained teaching staff can be procured on these financial terms. The State has fortunately adopted a new certification scheme, which will result in raising the pay of teachers who have received the right kind of training. But the effective working of this new plan will be interfered with by the lack of teacher-training facilities. Existing normal schools cannot produce the number of trained teachers now needed, and will be woefully inadequate if the salaries paid are sufficient to attract competent men and women to teaching. Not only must salaries be further increased, but additional training facilities must also be provided.

INSTRUCTION

In order to find out the quality of instruction which is being received by the school children of North Carolina under these conditions, written examinations were given in both elementary schools and high schools. In the elementary schools, children were examined in reading, spelling, arithmetic, and history. In the high schools, they were examined in reading, algebra, and Latin. The showing made is extremely poor. The results both in the cities and rural districts fall far below the usual standard reached in other sections of the country. On the other hand, the results obtained in city schools are better than the results in rural schools; and in rural schools, the results in the consolidated schools are distinctly better than the results obtained in the one-, and two-room schools. For example, in reading, seventh grade city children read no better than good sixth grade children elsewhere, and fall two years below the reading achievements of children who complete an elementary course of eight years. In the rural schools, seventh grade children read no better than good fifth grade children, and fifth grade children no better than good third grade children. This is not the worst of the situation. In one-room rural schools, seventh grade children are on an average two years older than the children of the same grade in our city schools, which actually makes them three years instead of one year behind our city children. When reading is so poor, little can be, and little is, done in informational

subjects like history and geography. Think of sixteen year old country boys who believe that Thomas Jefferson was the president of the Southern Confederacy and that Andrew Jackson invented the telegraph! The poor instruction in reading in the elementary schools is reflected in the high schools. No North Carolina high school tested did as well as the poorest high school tested outside the State, and the reading ability of the children in our small high schools is almost unbelievable. Seniors in these small high schools read no better than freshman in good high schools.

Obviously, the general level of instruction must be greatly raised. This calls for better trained teachers and for doing away with one-, two-, and three-teacher elementary schools and small high schools; for the larger the school, even under present conditions, the better the results.

ADMINISTRATION

The administrative machinery of the schools must be improved, The constitution should be so amended.

The latter part of the report is taken up with the administrative machinery of the schools, showing that the present so-called county unit is in fact not strictly speaking what it seems to be. There is growing up a tendency towards making it really a district or township unit, whereas it should be kept a county unit.

The present system is carefully explained, with the advantages and disadvantages, and recommendations for a system in the county are made that will put the schools on a non-partisan basis and will greatly increase the efficiency of the schools.

Recommendations are also made as to the State Superintendent and the State Department of Education that will get it away from politics and will unify and centralize the work of the department so that there may be greater efficiency. This would cause a complete reorganization of the department.

FINANCIAL SUPPORT

The measure above outlined will call for increased expenditures. As the Commission points out, the amount of money available for public education in North Carolina has increased greatly in the last forty years, but the public must not be misled as to what the State is now doing in the matter of financial support of public education. Few states now spend less, and in respect to the efficiency of its public schools, North Carolina belongs with the states at the bottom of the list. Yet North Carolina stands fourth in agriculture, and eleventh

in the amount of internal revenue, income, and excess-profits-tax collected. It is perfectly clear that the state can afford to put more money into education, also that unless more money is put into the State Department, county administration, city administration, into normal schools, and into teachers' salaries, the children of North Carolina will continue to receive an inferior education.

The report concludes as follows:

"Education is not cheap. It is expensive and it is every day becoming more expensive. But let it not be forgotten that education is the most profitable investment that a State can make. Wealth flows into the states where the tax rate for education is relatively high, not into the states where it is relatively low. 'Too poor to maintain schools' one of the greatest of North Carolina's sons cries out. The man who says it is the perpetuator of poverty. It is the doctrine that keeps us poor. It has driven more men and more wealth from the State, and kept more away, than any other doctrine ever cost us."

"Our suggestions involve large expenditures; but the State can afford them. As our educational facilities develop, our wealth will increase; we shall be able to spend more still in training the children of the State. Breaking the vicious circle of poverty and ignorance, we shall have started a beneficent circle of intelligence and efficiency."

COLLECTING MATERIAL FOR COUNTY HISTORIES

ELIZABETH BROWN, '21

Trying to find out something of the early history of her county by collecting all the information that she could about it, was the problem put before each member of one section of the Senior Class.

Owing to the fact that little or no early history has been written about the majority of the counties, we find it impossible to get much material of value.

In search of this material we first investigated our school library, in which we found the formation, the date of formation, and for whom the counties were named. These facts were given in the colonial records and Wheeler's History.

Our next efforts were by corresponding with the State Library, the University of North Carolina, the editors of our county papers, the different county officers, and some of the most prominent men and women of the county. From these sources we were able to re-

ceive only a very little information about most of the counties. Although some of the oldest have their written histories, they are not in full detail.

The time spent in writing letters to people we thought interested in the histories of our counties in most cases seems to have been in vain. Many of these letters were unanswered and what answers were received gave little information. Is our effort not proof enough that our work is needed? Is it not the duty of each of us as a loyal North Carolinian to collect and preserve what she can of her own county and thus in time compile sufficient records for our own history of North Carolina?

Below are given two of these county sketches, one an older county which is rich in records, the other, while "rich in spirit and loyalty," is poor in records.

A Brief History of Beaufort County

MAYBELLE BEACHAM, '21

Through a careful organization of facts obtained from historical sources and from a paper written by Miss Lottie Hale Bonner the following information has been obtained.

Beaufort County was formed in 1741 from Bath County, now abolished, and derives its name from Henry, Duke of Beaufort, in whom was vested the proprietary rights of George, Duke of Albemarle, who, with the other proprietors (except Lord Granville), in 1729 surrendered their rights to the English crown.

It is bounded on the north by Martin and Washington Counties, on the east by Hyde County and the Pamlico River and Sound, on the south by Craven County and on the west by Pitt County. Due to its geographical location, situated as it is on the Pamlico River and Sound, Beaufort County is noted for its rich and fertile soil, thus making it one of the greatest agricultural sections in eastern North Carolina.

The people of Beaufort County were of good English stock, with a few French refugees among them, and were distinguished for their early devotion to the principles of liberty. The part the county played in the American Revolution, though necessarily small, was played in the true spirit of Americanism. The "Brig Tully," owned by John Gray Blount, of Washington, N. C., one of the ships to sail from Ocracoke to foreign ports, and bring back to the American soldiers

many supplies, rendered timely aid to the cause of American Independence. She was captured in 1799, however, thus bringing to an end the great work she had been performing.

Bath, the oldest town in North Carolina, was incorporated in 1705. In it there are many buildings of historical interest, chief among which is the old St. Thomas Church, the oldest church in North Carolina, which was built in 1754. The bricks and window frames were brought directly from England and the lot on which it stands was conveyed by deed of gift from Edward Moseley to the vestry and the church wardens October 7, 1730. Within this church there is a quaint tablet in memory of Admiral Palmer, Surveyor General of the Province, and Lady Margaret, his wife. This old church at Bath was really an offspring of the Church of England, established in 1701.

Bath was the first town in North Carolina to have a public library. This was donated, through the influence of Dr. Thomas Bray, in the year 1700, by the corporation "for the establishing of the Christian Religion." This library was valued at five hundred pounds.

The old Marsh house in Bath is of great historical interest. It was built in 1744 by a Frenchman, Monsieur Cotouch, for Mr. and Mrs. Whitmore, who in 1776 sold it to Jonathan Marsh. It is, I think, still in the possession of the Marsh family. Among the things of interest about this old home is, first, its chimney, which is seventeen feet wide and four feet deep, and has in it two small rooms, containing one window each. The nails, weatherboarding and bricks of which this was built were brought from England and the nails themselves are hand drawn. The old home has been remodeled and made into a hotel, but just as much of the old as possible has been preserved. The furniture of both lobby and hall is the furniture that was first placed there.

A few miles down the river from Bath stood the residence of Edward Teach, the pirate, better known to us and to little children as "Black Beard." Black Beard was born in Bristol, England. It was here, in Bath, that Teach married his thirteenth wife. Teach commanded a sloop of forty guns, and from his piratical cruelties became a terror to the coast of Carolina. On the right side of Bath Creek, a very short distance from the town of Bath, stood the residence of Tobias Knight, secretary to Gov. Eden. At low tide, close to this site, can be seen remnants of the old stone pier across which Teach's piratical goods were smuggled, and near this spot lies buried in the soft mud an old cannon once in active service for his piratical cruelties.

In 1835 that part of Hyde County west of the Pungo River was annexed to Beaufort County. It was within this territory that the

old colonial town Woodstock lay. Woodstock was eleven miles on an air line east of the colonial town of Bath and was three miles south of Belhaven. A large part of the site of Woodstock is now under the waters of the Pamlico River, and the bricks and other remnants can be seen at a very low tide.

Indian Island, which was the spot where the great Indian chiefs of the Indian tribes held their war dances the night before the massacre of the white settlers, in 1711, lies but a short distance below Bath. After the great Indian massacre which swept the country, the entire county south of the Albemarle was again almost a wilderness. It at last found its end here. It began at sunrise September 22, 1711, and continued for three days. It is said that Christopher Gale, attorney general and first Chief Justice of North Carolina, who lived in Bath, was one of the few residents of that town to escape the fearful disaster. In remembrance of this massacre the twenty-second of September was observed by the colony as a day of fasting and prayer until the repeal of the law, April 4, 1741.

Core Point is directly opposite Bath on the south side of the Pamlico River and in colonial days an Act was passed to establish a ferry from it to Bath. The old colonial road from Core Point to New Bern was an outgrowth of the old Indian trail between the Pamlico and Neuse rivers. In 1722, by Act of Assembly, this road was made and was the first in the county. This road became a portion of the old Colonial Highway from Edenton to Bath and on to New Bern. It was over this road that governors, statesmen and their ladies traveled from the "Metropolis" to Tyron's Palace.

By Act of Assembly, November 19, 1785, the county seat of Beaufort was transferred from Bath to Washington. Washington is located at a point where the Tar River broadens into the beautiful Pamlico. Large plantations were on either side of the river, and on the south side was the large plantation of Churchill Reading, which, in 1711, at the time of the Indian war, was converted into a rude but strong defense known as Fort Reading. Colonel James Bonner, the founder of Washington, donated the town lot on which the courthouse, jail and pillory was placed. The lands on which Washington was formed was granted to Christopher Dudley, in 1726. Washington receives its name from Gen. George Washington, the father of this country, and it is the first town in the United States to bear his honored name. The settling of the town was ever successful and it is now a thriving and growing town.

Some of the Beaufort County officers of the American Revolution

were: Col. James Bonner, colonel of Beaufort County Militia; Col. John Patton, of Kings Mountain fame, and Major Reading Blount.

Our delegates to the Congress of 1776 at Halifax, who met and formed the Constitution, were John Barrow, Thomas Respress, Francis Jones and Robert Tripp.

There is in Beaufort County an active organization of the U. D. C. which has done much toward the preservation of the old historical records of the county and is doing much to make lasting the memory of those brave soldiers who fought so valiantly for southern rights back in the dark days of 1861.

Bertie County

CLARA MILDRED TODD, '21

ENINE MAE HARRELL, '21

We wrote six letters asking for information, but several people who answered only said they were sorry they could not help us. Mr. Stephen Kinney, of Windsor, N. C., sent us some material and Judge F. D. Winston referred us to Wheeler's History. From these two sources we got our information about Bertie County.

Bertie County was formed from Albemarle Precinct in the year 1722 and was named for John and Henry Bertie, in whom the proprietary rights of the Earl of Clarendon were vested. The county seat was located on the roadside about two miles from the present county seat and was known as Woffingdon. Later because of more and better conveniences of transportation, it was moved nearer the navigable part of Cashie River, and given the name of Windsor, for Windsor, England. Here a courthouse built of brick transported from England remained until the year 1887, when it was replaced with a larger and more modern structure. The site of the present county seat was donated by a man named George Gray, whose descendants are some of our present citizens.

The Tuscarora Tribe of Indians was found in the county by the first settlers. This tribe of Indians occupied what is today known as "Indian Woods." There is a very pretty legend of this tribe woven into verse by one of our earlier citizens and poets. The names *Roanoke*, *Cashie* and *Chowan* are names of Indian origin.

One of the few records we have is about the quit rents. The quit rent controversy subsided when the Spanish War broke out in 1739. Governor Johnston was requested to raise what troops

he could in 1740 to defend the rights of Great Britian. Bertie and Edgecombe furnished three companies, 100 men each.

In the earlier history of the county, fishing and the manufacture of tar, pitch and turpentine were the chief occupations. Tar was transported directly to Europe. Large quantities of shad and herring were caught in the seines on the Albermarle Sound, which divides Bertie and Chowan counties. There were also many caught on the Chowan River. Fishing is still a very important industry in the county and the seine at Avoca is the largest in operation in the United States.

Bertie County is chiefly an agricultural county. Cotton, corn, and peanuts have been its main crops, but of late years tobacco has become important. The county has some very rich lands, adaptable to the growth of almost anything. Its forests, though they have already yielded an abundance of lumber, contain much timber, pine, oak, ash, gum and other varieties.

Bertie has produced many able and strong men. Governor Stone was a native of Bertie. So is the Hon. Locke Craig, recently Governor of the State. Dr. George T. Winston, former president of the University of Texas, Judge Francis D. Winston, late Lieut. Governor and United States Attorney and Judge of the Superior Court, and Judge R. W. Winston, are among our illustrious sons. There are many more sons of whom the county feels justly proud.

There are several prosperous towns in the county. Windsor, the county seat, is the largest. Others are Aulander, Colerain, Lewiston, Roxobel, Kelford and Powellsville.

There are about one thousand miles of roads in the county, all practically traversed by rural mail service. The county has enjoyed an abundance of prosperity and has begun to imbibe the spirit of progress. It has a large Farm Life School located at Aulander and the rural sections are dotted with special tax and high schools. The roads are as good as any sand and clay roads in the State. Factories are being located all over the county, mills can be found almost anywhere and a spirit of progress is fast permeating the whole county. The day is not far distant when Bertie County will be one of the most progressive counties in our State, and will take her stand at the top of the column in wealth, education and progress.

A FEW FACTS ABOUT THE TEACHER SHORTAGE

Reports from the Bureau of Education indicate that more than 18,000 schools, or about 3 per cent of the total in the United States, were in January of this year, 1920, without teachers of any kind, and that more than 40,000, or about 7 per cent of the total were supplied with teachers whose qualifications were below the minimum standards of the States in which they taught. If both the vacancies and the places filled by teachers below the minimum standards are counted, there were nearly 60,000 schools or nearly 10 per cent of all the schools of the country without teachers or taught by teachers who would not in normal times be permitted to teach. This shortage of teachers applies to elementary schools and high schools alike. It is especially difficult to find competent teachers for the sciences and technical subjects.

Much more than one-half of all the teachers of the United States have had less preparation than two years beyond the high school, and more than one-half did not teach long enough to acquire the skill which comes from experience.

Remembering that the teacher makes the school and that the school can never be better than the teacher, what can we expect from conditions such as these?

Certainly this condition calls for serious consideration by the legislatures. Standards must be established for the protection of the schools. Teacher-training institutions must be provided to supply the 120,000 teachers required yearly. This is especially apparent when it is known that the combined output of all the teacher-training institutions is less than 30,000. A plan providing increasing preparation of teachers throughout a period of four years would make it possible by 1925 to require all rural teachers to be graduates of high schools and have some normal training. This would make it possible to bring the rural schools to a reasonable minimum of efficiency.

To get and hold good rural teachers, salaries must be provided which insure a living wage. A minimum salary for all teachers, based on preparation and successful experience, has been in operation in Indiana for 12 years and in a number of other States for several years.

It is significant that the States which have the highest standards for teacher preparation are the ones in which the salaries are best and the shortage of teachers is least. Legislation establishing such a minimum has been advocated by the Bureau of Education in its recent publications.

There are probably many causes for this low standard of preparation of teachers and short terms of service, but the most important is the low pay. In the country at large teachers have never been paid salaries in keeping with the importance of their work. Their salaries have never been sufficient to attract and hold in the school men and women of the best native ability, positive and aggressive in character, well educated, and possessed of professional knowledge and skill. Three years ago the Commissioner of Education reported that the average salary of teachers for the United States was less than \$500. In many States the average was less than \$400, and in many counties the average annual salary for rural teachers did not exceed \$300.

Contrast with this what is being done in the Canal Zone. Surely we should do as much for our children here at home.

Entrance salary for high school teachers in the Canal Zone is \$159.72 a month, with increase of \$10 per month for each year of satisfactory service until the maximum of \$199.72 has been reached. Grade-school teachers receive \$140.27 upon entrance, with increase of \$5 per month for each year of satisfactory service until the maximum of \$160.27 has been reached.

Quarters are furnished to teachers without charge. It is customary for the teachers in each town to employ a cook and form a "mess." With this arrangement the average living expenses are from \$25 to \$30 a month.

There are in the United States at the present time 195,400 one-teacher schools. The picture of the rural school is a little box-car building situated on a small plot of ground. Its equipment is very meager. Its teacher is the youngest and most inexperienced and poorest prepared in all the professions. The average length of term is more often below eight months than above. Compulsory education laws are poorly enforced. The course of study is confined to the academic subjects, and these are taught in most traditional ways. There is no chance of a high school education for most of these rural children, without going away from home to get it. The tragedy of the situation is that the children are not only failing to receive a high-school education, but they are not completing the elementary school of eight grades.

Contrast this picture with that found in the cities. In the towns the school building usually ranks among the finest buildings in the town community. It is true that towns actually vie with each other in the erection of school houses. These buildings are not only modern but are equipped with appliances for both academic and industrial teaching. The teachers in the grades are normal graduates and those

in the high schools college and university graduates. These towns also have their teachers of special subjects, such as agriculture, manual training, home economics, music, and art. There is further strong social activities in the form of organized games, oratorical contests, debating societies and musical festivities. The length of term is nine months, and in some schools school is provided for the entire year. The compulsory school laws are more rigid than those for the country schools and are better enforced. High-school advantages are free to every boy and girl without going away from home to get them.

The solution of the country school problem lies in part in the consolidation of schools. Not a consolidated city school but a consolidated farm-life school is what is needed to serve country children. It is possible to replace thousands and thousands of these 195,400 rural schools in the United States by such consolidated schools.

The area of the school grounds should be large enough to accommodate the school building with its setting of trees and shrubbery; the teacherage and its land laboratory; the playground and the agricultural plot. The size of the grounds would largely depend on the kind of school. In no case should it be less than 5 acres.

The buildings should be provided with classrooms sufficient to accommodate both the academic and the industrial subjects of the curriculum. The high school assembly room and the adjoining rooms should be connected with folding doors so that they may be thrown together for community meetings. The difficulty in finding suitable boarding places is everywhere recognized as one reason why many efficient teachers refuse to teach in the country. The country can not expect to procure the services of married men teachers when there is no opportunity for them to have homes. The teacherage is as necessary a part of the rural school plant as is the parsonage a necessary adjunct to the church plant.

Shortage of teachers in city schools, village schools, and centralized rural schools is negligible. Positions in these schools attract well-qualified teachers because of higher salaries in part, but mainly because there is better working equipment, broader opportunity, and more encouragement for the application of the principals of modern pedagogy, more chances for advancement, and better living conditions—greater ease in securing room and board.

Shortage does exist in the districts with the one-room schools. If a teacher can get a position in a city, village or centralized school district, she will not work in a school where she must teach all eight grades without proper equipment, in a building that is improperly lighted, ill ventilated, insufficiently heated without janitor service, and sur-

rounded by grounds that are unkempt and desolate. Furthermore, it is impossible in many cases to get a suitable rooming and boarding place, even at high cost. There are some districts where the people absolutely refuse to board the teacher. Outside teachers consequently refuse to go into such districts. Those living in or near these districts, who have the natural qualities of a teacher, refuse or neglect to prepare themselves to teach, often because they think they can work their way into these schools without preparation and draw the same salary as those who have spent their time and money for that purpose.

The situation may be relieved in the following manner:

First. The one-teacher rural school must be improved; buildings must be repaired and remodeled so that they will be sanitary and conducive to the good health of teachers and pupils; library and other equipment must be provided; school grounds must be improved as to size, walks, and beautification; proper janitor service must be furnished.

The system must be readjusted. No teacher can do good work if she be required to teach eight grades, nor will she accept such a position if she can find employment elsewhere. Some plan of classification must be devised and permitted other than the prevalent overloading of teachers who must teach all the elementary subjects and all the elementary grades.

Second. The teacher must have a home with the comforts and conveniences of modern life, with privacy to plan and prepare her work. She must be able to secure these things at a reasonable cost.

Third. Young people who reside in the community or in close proximity thereto must be induced to enter the profession and to prepare themselves for the work it entails. They must not refuse or neglect to obtain the necessary training and expect to slip in at the last minute at the expense of the children of the district.

PUBLIC SCHOOL ART

KATE LEWIS

I have been trying to make Public School Art practical, something to be used in every day life; to help every student to make fine choices; to know how to make good arrangements. The Industrial Art Text Books have been an inspiration to me. They are doing much to bring about this kind of work. I believe that the Industrial Art School in

Chicago founded by Miss Bonnie E. Snow and Mr. Hugo Froeblich, the authors of these books, is the headquarters for this work. Therefore, I decided to spend the summer term studying in this school.

Miss Snow gave the lecture part of the course. These lectures were always most instructive, inspiring and practical. Miss Snow believes that unless this work passes over into every day life that we have missed the greatest good and joy of the work.

Mr. Froeblich was ever ready to teach the Design. As he made one design suggestion after another we felt that he had an inexhaustible supply. After we had watched him develop a design unit, each line or dot suggested by one already used, it seemed so very simple we were inspired to go right ahead.

Miss Langenberg was on hand whenever the time came to take out materials, get directions and go to work!

We did most intensive work. The morning class period was from nine to twelve, and "Bazaar Activities" in the afternoon from two to four. Most of the students were at school by eight-thirty, and it was difficult to get all out of the building by six o'clock, when the building closed.

The instructors were untiring. One was always around and often all of them, ever ready to give personal help and offer suggestions.

The morning class took up the study of the fundamentals, and we studied together exercises for all the grades and methods of presenting these. Our work came under the following topics: Color and Design, Lettering and Poster Making or Commercial Design, Costume Design, and Interior Decoration. One can easily realize that it was necessary to do intensive work.

"Bazaar Activities" came in the afternoon. The instructors urged that all students consider carefully before enrolling for this work as the morning class would require much outside work. With all their urging we could not be shut out of the "Bazaar Activities!" This Bazaar idea in the schools is becoming more popular every year. These Bazaars are part of the scheme of the practical art education of the children, and exert an inspiring influence in raising the standards of their handwork to the point of being commercially valuable.

We soon learned that the Bazaar exercises were closely linked with the regular work. We felt that we were putting into practical use the great fundamentals being studied. For instance, the color work for each grade was carried right over into these practical exercises in making real things for the Bazaar. These lessons were lessons of joy throughout, everyone working, everyone smiling, and they should be so in our grades.

We made various kinds of things, from fish-kites for the third or fourth grades to most attractive wooden toys, and the painting of olive bottles, and decorating tin and wooden boxes for the higher grades. The color schemes seemed so much more real after using them on these things.

One afternoon we were given a clothes-pin and a tack. What could be made from this? We looked to the front and there we saw the table covered with bright silk scraps, every tint, shade and hue, and short lengths of bright yarns and a dear little doll table favor placed on the side of a glass. The students were told to come up and select two pieces of silk, one for skirt, one for the sash, and a piece of yarn for hair and to carefully choose the three to make a joyous color harmony. We could add black or white to add "sparkle". It was both amusing and interesting to watch the eagerness and care with which each piece was chosen, and I must say to the dismay of those who were in the rear of the line.

Someone looking on laughingly said that one would think that we were selecting our wedding clothes!

There was much rejoicing the afternoon the pieces of wood were passed, and the blackboard notice said bring coping saws! We knew we were to begin wooden toys. We first made animals on stands, then every one made a tumbling Tom. The same pattern was used, but the results were most varied. Miss Snow said that she wanted to pin a \$1.00 bill on the best work and most original color scheme. There were so many good ones she had difficulty deciding, but finally pinned it on the Tumbling Tom wearing a bright red suit, white fur cap, collar and muff, on a black stand.

Every afternoon about four o'clock we heard the rattle of cups, and heard Miss Howe, our hostess, insisting that all work be stopped, and every one come to the table to get a cup of hot tea and wafers. Whether you had formerly liked tea or not, you could not resist Miss Howe's invitation! I have never known tea to be half so refreshing. We looked forward from day to day to this little social hour, a break in the intense work. But we could not tarry long over the tea cups, as there were always many things waiting to be finished.

The class room was a very large, bright room. Several windows opened towards the lake. The lake breezes added much to our comfort during these summer weeks. An excellent exhibit of work from many schools was hung on the walls. The work was mounted by grades and hung as it should be in the order the subjects should be studied.

1. Color and design;
2. Commercial design;
3. Costume design.

I have never received so much benefit from five weeks work at any school before, and I longed for much more time to take down valuable suggestions. The work has been an inspiration to me since my school began this fall, and I realize that it will continue to be throughout the year.

The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF THE EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as second class matter, June 3, 1914, at the postoffice at Greenville,
N. C., under the Act of March 3, 1879.

Price: \$1.00 a year.

35 cents single copy.

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VOL. VIII

OCTOBER, NOVEMBER, DECEMBER

1920

No. 1

EDITORIALS

Causes and Remedies

What shall be done about the school system of the State is the question of paramount importance, not only before the General Assembly of North Carolina, but before the people of the State. Education is of as much importance and should stir the State as much as the question of revaluation and tax problems have stirred it for the past two years. It is fitting that those questions should come first as the solution of the educational problems in their last analysis comes back to these. In results the State has the same place in the list that she has in the list of money spent for education.

We have known, much to our sorrow, that we were near the bottom of the list, and there was no comfort when we saw what states were below us, but until the report from the Educational Commission appeared we did not know just what the troubles were nor could we prescribe and take the proper remedies until we did know.

We have made many efforts, sometimes earnest, often spasmodic, many times misdirected, occasionally over-zealous, to correct troubles we saw. Small groups, individuals, towns, or counties, with occasionally the whole state falling into line, did something worth while, but there was no clear idea of what the trouble was or what we were working for; we simply knew we were working hard to improve conditions. It was like the old-fashioned methods of applying plasters and salves

for aches and pains where a surgical operation was needed. The time has come to abandon all such treatments; they belong to the dark ages. We know the causes, we know the remedies—just one thing is left to be done.

“They Can’t Read”

The charge brought against the schools of North Carolina that is the most serious charge against the teachers is this one, “The children can’t read.” They cannot gather thought from the printed page. If they can’t read, what else matters? How can they be expected to get anything at all out of any subject if they can’t read? This is the first thing, the prime essential, and if this is lacking all else is more or less in vain.

No state in the union, perhaps, has made any greater ado over the subject of reading, but something has been wrong somewhere. Perhaps we are reaping the results of too much zeal in the past in following a method that was not fully grasped by the inexperienced teacher to whom the sounding of letters and calling of words became an end within itself, rather than a means of getting the thought back of the symbols. Teachers have labored long and hard over this subject, but without getting results that remove the stigma. Of course, there are hundreds of teachers in the State who are working intelligently and who are getting results, but when they are averaged in with the mass their efforts seem pitifully small.

The few who were educated in the past, who came up by the old “A-B-C” method, could read. No one would dream of advocating a return to that method, but we should get results they got then. Children talk about what they read, explain it, dramatize it, do everything *about* it, but don’t do it; they can’t give the meaning by using the exact words of the writer, that is by oral reading, and they cannot read it silently, that is, by themselves, and then tell what they read.

The teacher picks out the meaning she gets question by question and fools herself into thinking the children are getting it as she does. The trouble is that the emphasis has been placed on the wrong thing, the actual process of reading has been treated as an end and the reason for reading, thought getting and giving, has been lost sight of and nothing has been gained. Of course, the tools should be familiar to the child and he should learn well the use of the tools, but he should be made to understand what the tools are for.

Every teacher in every school in North Carolina, from first grade through college, should get to work on this problem and remove the stigma that is attached to the charge “They don’t know how to read.”

Enlargement of the Course of Study

This school must keep pace with the State Department of Education, or it is failing to live up to the purpose for which it was established. The State Department has worked out a scheme for minimum requirements, minimum salary, maximum requirements, and maximum salary for the elementary teachers, placing teachers of equal preparation on an equal plane with the high school teachers. This school now meets only the minimum requirements, the two years beyond the high school. The academic requirements are the completion of fifteen units of work, which means the completion of the high school course with the exception of modern languages. Therefore this school had to increase its entrance requirements. This year for the first time the full fifteen units are required for admission to the professional classes.

Four years beyond the high school is required for the full time prescribed by the State Department, therefore this school must offer a four years course. At the same time it is wise to keep the two-year course for those who are satisfied with the minimum requirements and the minimum salary, but it should be so arranged that those who enter thinking they wish only the two years can go on if they later decide to do so. Furthermore, the student who has been graduated from this school and after teaching decides that she wishes further preparation, thus passing into a higher class, should be able to do so without having to leave the State.

Therefore, this school has been authorized to offer four years beyond the high school, but at the same time to continue the two years course. The course of study committee is hard at work and the entire faculty will soon take up the question so that these courses will be ready to be announced in the catalogue, and will go into effect next year.

The right to grant degrees was given this school by the special session of the Legislature last summer, which sanctions the extension of the course from two to four years.

The Shortage of Teachers in North Carolina

It is difficult to get this early in the year accurate statistics that will show just what the shortage of teachers in North Carolina really is, but, if one can judge from the bits that get into the news columns of the papers, and into the want advertisements, and from the complaints of the superintendents one knows, and from the reports of the teachers who are having to do double work because there are not enough teachers in the schools, the situation is very little better than it was last year, if any.

If great efforts had not been made by the Department of Education to get thousands into training by carrying the summer school into the counties, if there had not been considerable increase in salaries in many of the towns and counties, what would have been the state of affairs in North Carolina this fall? Thanks to the far-sightedness of the leaders, the majority of the schools are running, and there is perhaps a better grade of teacher in the average country school-house, but there would have been extensive waste lands throughout the state with not a school door opened if nothing had been done to prevent it.

Much more must be done, but now it is time for the people to take up the matter. The State Department is doing all it can do, the schools are doing all they can do, the teachers who are left are doing what they can, and the public seems to be aroused, but not sufficiently so, it seems. The inducements to enter the calling are not yet sufficient to compete with other callings.

The Plan of Supervision in Halifax County

The supervisor in Halifax County, Miss Annie Cherry, is truly the "helping teacher" that the teacher in charge of the routine work of the school needs. Much has been said about the limitations of the supervisors and of the system of supervision, until many are not in favor of using the term. It does not matter what the word is, if the right interpretation is put on the word. The World's Work, in the September number, has an article on "The Helping Teacher," and from that one would judge that she is a *rara avis* found only in New Jersey, or Michigan, or some other place remote from North Carolina. This work has been going on in Halifax for some time. This is the third year that it has been definitely organized along the lines it is now following. The editor of the QUARTERLY asked for an article, but as it was just at the busiest season (there is no season that is not her busy season), she sent reports of her work just as she had made them out, no revision, no changing of any kind. She also sent copies of the school paper referred to in her report. She gave permission for the use of these in any way the editor should see fit to use them. We are taking bodily word for word many parts of the report, and regret that lack of space prevents the use of every word of it.

The Supervisor, or Helping Teacher, Needed

It seems that in some counties the superintendent and the county Board of Education do not see the value of having a supervisor. After seeing what is being done in Halifax County they should be convinced.

There are still many strong teachers left in the profession who can manage well for themselves, but there is a majority of young, inexperienced and oftentimes poorly prepared and untrained teachers, even emergency teachers. These are sorely in need of aid. There should be some agency that gives a chance to bring out the best teachers and give the inexperienced ones a chance to get the benefit of a supervisor's work and ideas.

The Halifax scheme gives abundant opportunity for that. The supervisor is the leader of those when needed and the helper of those who need help.

Student-Government at Work

The transition from the form of school government that has been used in this school to the student government as mapped out by the cooperation of students, officers, and faculty has been so gradual that it seems natural and easy. The older form has so much of the new and the new so much of the old that the change is merely that of shifting responsibility. The students have requested certain things that they realized were wise, and in reality dropped off few of the restrictions. The difference is that they themselves asked for certain regulations, and they are not inflicted upon them.

Report of County Summer Schools in Next Number

An effort was made to get together statistics and reports showing the results of the State-wide campaign for the training of teachers during the summer, especially of the county summer schools, but it was a little too early to collect all that was needed as it seemed necessary to have a little time for watching results. By the time the next number appears, we hope to have a good report of this. That issue will appear at the time the county superintendents are making their plans for the summer schools and may be of greater help than now.

The Teachers' Assembly

THE QUARTERLY goes to press just as the teachers are getting ready to go to the annual meeting of the Teachers Assembly, which is in Asheville this year. S. B. Underwood, superintendent of Pitt County Schools, and a member of the faculty of this school, is president of the Assembly. In the winter number of the QUARTERLY last year, immediately after Mr. Underwood's election to this office, there ap-

peared in the QUARTERLY a sketch of him, and his picture appeared in that number. Perhaps it may seem that this is the time for that, now when he is actually before the public as president, but it seemed wise to let the people know early in the year what kind of a president the Teachers Assembly had, and what qualities of leadership he possessed.

From present indications, and judging by the program, he has fulfilled our expectations and has made a great president.

SUGGESTIONS

Teaching Color in the Primary Grades

We are surrounded everywhere by color. Every object that we see, of any kind, in any place, has color. It is the one great distinguishing factor which enables us to separate in our vision one object from another.

Knowing this, it is very important for us to begin teaching color in the lower grades. Let this be impressed upon the young child, with the true relations of color. It will be an inspiration and service to him in color combinations, in his home, in his dress and in his efforts to meet the demands of the business world all through life.

The teacher's definite purposes for teaching color in the lower grades are—first, to teach the natural love and appreciation for beautiful colors; second, to open the door of the child's eyes so that he may see the real beauty in colors; third, to teach discrimination in colors. Discrimination in colors means to have the ability to classify and name all the different color tones that we see about us, in flowers, in the landscape, in materials of all kinds, and in dyes, paints, inks, and other forms of pigments.

Every grade in school begins the study of color at the same time and studies it four or six weeks. Color is the first subject taken up in public school drawing, because it is needed in all the other subjects that come later. So in consideration of this, we take up color first, then construction work, object drawing, commercial work (lettering) and costume design.

In the first grade we teach red, yellow and blue, the primary colors, so called, because it is from combinations of these that all other colors are made, or, in other words, they are the basis of all other colors, because these colors in themselves are elements, and cannot be produced by mixture.

For the second grade we use the simplest combinations of the primary colors, that is, equal parts of two primary colors will make a binary color. Yellow plus red equals orange; yellow plus blue equals green; and red plus blue equals violet. Therefore, orange, green and violet are the binary colors, so in the second grade the primary colors are reviewed and binary colors are taught. These colors are called the six standard colors. They originated from the colors in the rainbow. And since the colors in order of the rainbow are red, orange, yellow, green, blue and violet, they are called the standard colors.

For the third grade we teach the normal colors and their *tints*. Colors in full strength of intensity, as shown on the color chart, are called *normal* colors. Colors that are lighter than the normal are called *tints*. In using water colors, the tint is obtained by adding water to the normal tones. Since crayola is less expensive, and more convenient to work with, and furthermore, all the children use crayola in all schools in North Carolina, we use it in the lower grades. A tint is obtained by bearing lightly on the crayola in making the strokes, or, in other words, a light stroke of the normal color.

For the first grade we use only the three primary colors, with the neutrals, black, gray or white if necessary. First we might give a lesson with just a square of one of the colors. Then to make something from this square of color place a smaller square of the same color on top of the larger square representing a head. Then straight lines may be added representing arms and legs. This seems very attractive to the children since it represents to them a "box man." The balls of color may be used in the same way to represent a boy. This is a little more difficult to make. This square of color may also be made into a lantern, by using black for the top and bottom, with the black cord for the lantern to be hanging on. The above suggestions should be used on white or cream manilla paper, six by nine inches, or four and one half by six inches. On six by nine inches or nine by twelve inches, cream or white paper, a lantern of each of the primary colors may be made horizontal on the paper, to impress further and connect the three colors in the child's mind. As color should be taught in the fall, for a Hallowe'en suggestion, we might use the brownies made of the primary colors, under a tree. As only the primary colors, red, yellow and blue, can be used in the first grade, the tree is made of black. Borders, book-marks, flowers and many other simple design units using color may be used in the first grade, always letting only the primary colors be used. The neutrals may be used in places for other colors, that is to tone down the bright colors.

For the first lesson in the second grade it would be well to review the primary colors, impressing upon the children always why red, yellow and blue are the primary colors. Use several of the primary suggestions to help in this review. To impress upon the vision of the child how the binary colors are made, introduce the binary colors by using a second grade color chart, which has the six standard colors, in order, red, orange, yellow, green, blue and violet circles placed around a large circle on cardboard. For example, orange is made by the combination of yellow and red and is therefore placed between yellow and red on the chart. Green is made from yellow and blue

and placed accordingly; also violet, which is made from red and blue. Therefore the new colors, or the second grade colors are, orange, green, and violet. There are very many devices that could be used but we will only suggest a few. We may use the lantern device, one lantern made by a combination of two primary colors, or, three lanterns on a six by nine inch sheet of paper, making the lanterns, always using the combinations of the primary colors. Black is used as the neutral here as well as in the other grades. The rainbow is an excellent suggestion. The trees in the background are made with the black crayola so that the rainbow will stand out in the lesson. The rainbow may be made with the sticks of crayola to make it clearer looking. Three gongs, violet, green, orange, may be used to get the value of paper-cutting and of the use of paste, with the teacher's wise direction of both. Use three different sizes of half circles for the gongs. Special emphasis should be placed upon the warm and the cool colors. Tell the children that red and orange make us think of fire, and yellow makes us think of the sun, two things which warm us. Therefore they are the warm colors. Green, blue and violet are the cool colors. They are called the cool colors because green makes us think of grass and the foliage of trees which suggest being cool. Blue makes us think of water and the sky. Violet makes us think of water sometimes near a mountain. Groups of warm and cool colors may be made, and their names written underneath.

Simple designs as combinations of dots using binary colors are taught and things made using these designs are, bookmarks, booklets, and the portfolio. The last is made by putting a surface design of dots over two sheets of construction paper (ruled in one inch squares by older children, if unable to get paper already ruled) pasting together with black strips.

In the third grade there should be a very specific review of the color work in the second grade before taking up *tints*, the new work in this grade. All the colors later depend on the six standard colors used in the second grade. After taking up several days in reviewing orally as well as with suggestions in drawing, it would be well to give the children of the third grade their first written test. The following questions, requiring the doing of something for the answer instead of writing the answer, might be used with the direction of the foot-note:

1. Show with balls of color on paper the primary colors.
2. Show with balls of color the binary colors.
3. Make a ball of orange, using two primary colors.
4. Make a ball of green, using two primary colors.

5. Show what colors make violet.
6. Show me with balls of color the warm colors.
7. Show me with balls of color the cool colors.

The teacher should put one question on the board at the time, then show the children how to place the answer on their paper by illustrating on another section of the board. She should insist on the children turning their paper over as soon as they answer each question to avoid the confusion of every one's wanting to hold up his paper for admiration.

A normal color is a color in its greatest intensity, or fullest strength. Every normal color has any number of tints. We may get up many interesting devices for drawings, using a normal and tint, or a tint and a neutral tone either. Water scenes are very attractive to give. For example: let the sky be a tint of blue, the foreground, or water, normal blue, and a sailboat of white. The construction of a lantern can be made very interesting. Take a tint of paper three and one-half by seven inches. (If colored paper cannot be obtained in school, use the white paper, letting the children make a tint by bearing lightly on the stick of crayola desired for the tint. They might put a little design of a flower on this with black crayola.) Paste black paper one-half inch by seven inches on each side of the lantern, then paste ends together. Use black paper for the handle of the lantern also. A portfolio, such as described in the second grade, may be made to carry their drawings in.

Innumerable other suggestions may be used in the primary grades. Always have a specific aim in view for both teacher and pupil in each lesson presented. And if any work should come up in the grades that needs the work of the drawing lesson, link the work up with the color work of the grade in which it comes up in. This is helping to get the drawing on an equal basis with the other subjects.

PATTIE HUNTER, '21

Farm Life in the Fall for Language in the Second Grade

The children, with the student teacher as a guide, took an imaginary trip to the farm. On this trip we learned what the farmer was doing at this time of the year. The farm was such an interesting place we decided to make one on the sand-table.

The planting, growth, harvest and storage of wheat, cotton, corn and fruits were taken up in detail. I began with the study of wheat, not that it is grown very much around here, but it gives them an idea of how other grains grow. As a conclusion to the study of wheat we had a farmer's convention. Each child was a representative from a

different place. At the convention different topics of wheat were discussed. They were shown many pictures illustrating the processes wheat goes through before it becomes bread. Magazines are excellent help in this work, and by using pictures you appeal to the child, not only through the ear, but through the eye.

Cotton was our next topic. We had a series of lessons on this subject. While discussing ginning, cotton seed were really picked out by the children. It impressed upon their minds the value of a gin. As a summary to the group of lessons I told the story of Calico, which gives the various processes from seed to cloth.

Corn was next taken up. In these lessons we traced a muffin through the different processes back to the time the corn was planted. Again the magazines proved helpful to illustrate the different points. As a conclusion to the study of corn, the story of "The First Indian Corn" was told. Corn booklets were made in connection with corn. This made the children more interested because it gave them a chance to work.

We then studied fruits, even though they are not raised very much in this part of the country. The children knew a great deal about apples. As a summary to this study the story of "The Big Red Apple" was given. In connection with this study the children cut fruits for seat work.

We had seen how the farmer had harvested so many things. We decided he should be kind to the faithful ones who had helped him all the while, the horses and mules. An informal discussion was held on the barnyard animals, after which Robert Louis Stevenson's poem, "The Cow," was taught.

Our farm on the sand-table was the pride of all the class. The children made a farm house, barn, chicken house, and tobacco barn. We had a large yard planted in grass, and hedge around the yard. At the left of our house we had a garden with a potato bank. Then from the main road there was a lane leading up to the barn. On the right of the house we had an orchard and the apples could be seen from the trees. Across from the front of the house we had corn and cotton fields. In our corn field we had a shock of corn. Back of our home we had a tobacco field, and near here we had our tobacco barn.

In our last lesson we thoroughly enjoyed our riddles. Each one asked one similar to this: I am round, yellow and grow on a vine. What am I? Are you a cantaloupe? No, I am not a cantaloupe. Are you a pumpkin? Yes, I am a pumpkin.

This helped to overcome the "aint" habit.

HELEN CROOM, '21

Experiments in Teaching Soil

"Teaching the Topic Soil in the Fourth Grade Geography" was written up in the Jan.-Feb.-Mar. number of the TRAINING SCHOOL QUARTERLY of 1920. This is practically the same outline that was used in the Fourth Grade for the work this fall. Supplementary to this we used the experiments given below.

The following experiments and suggestions are good to use in connection with this work on the topic "Soil:"

When taking up the ways in which soil is made, we showed these things to the class: (1) a rock beaten up by the teacher; (2) leaves that had just fallen; (3) leaves in the decaying stages; and (4) woodmold, (5) very rusty tin cans were used as an illustration to show the effect that moisture had on rocks, vegetation and other forms of solids that decay.

A device that interests children is this one: The teacher has a small box with partitions in it, which has in it coarse sand, fine sand, gravel, rocks, clay and woodmold in the sections. The different sections of soil may be labeled. Children are interested in finding soils of different kinds and comparing the soil they find with that in the box.

An experiment that shows the water-holding power of soils seemed to interest the children: Pupils put equal amounts of sand, clay and garden soil into separate lamp chimneys, tied cheesecloth over the bottom, and suspended the chimneys over the glasses. They poured equal amounts of water into the chimneys and observed which let the water through first, and which absorbed and held the most water. "Of what importance is this to plant growth?" was the question put before them.

Water-lifting power of soils was shown in this way: With the same kind of soils in the chimneys as in the experiment just given above, pupils stood the chimneys in glasses which had equal amounts of water in them. They observed the water used, and noted the amount taken up in each case. "Is this a factor in plant growth?" was asked.

There is a good one to show that mulching keeps water from evaporating so fast from the soil. The pupils put soil in two bottles and thoroughly wet it. The wet soil in one bottle is covered an inch deep with dry, loose earth. Each bottle is weighed on successive days. Which dries out first? Application to gardening and farming shows that mulching is keeping the top layer of soil loose.

This one is used to find out what soil contains: Fill a glass about half full of soil; add water to within an inch of the top; watch the water for several minutes while it stands quietly on the table; get the children

to tell what comes from the soil. Stir the soil and water thoroughly and let it settle. After it has settled so that the water above it is practically clear, get them to describe the appearance. "Can you distinguish between the sand, the clay and the humus?" is the question.

JULIA TAYLOR, '21

Opening Exercises for a Month

I kept up with the opening exercises in the first six grades in the Model School for six weeks during the latter part of October and the first of November. I found them to be short and interesting, which are two of the most essential things in opening exercises. Ten minutes was given to this period each morning.

The exercises were alike in all the grades in two particulars: all had singing and some form of worship. After this miscellaneous subjects especially suited to each grade were taken up. These were very interesting and were always things that were beneficial but which were not provided for in the regular schedule.

The forms of prayer were varied. Sentence prayers were used, with one child leading and one closing the prayer. Silent prayer, with one child closing was also used. The most common form was the Lord's Prayer in concert. In the "paragraph prayer" one child started with a prayer of thanks, another followed with a prayer of praise, another with one asking for things, another asked for blessings, still another for the sick, etc. They were having the study of paragraphs at this time, and this was their own suggestion. The primary grades sometimes used a prayer song.

Bible verses and stories were used in a way to make them especially attractive to the children. Each child read or recited a verse from the Bible. A very interesting game was used carrying out the Bible verse, in their way: One child left the room, then the class chose a Bible verse e.g., "A soft answer turneth away wrath, but grievous words stir up anger." The child returned to the room and asked some child a question, e.g., "Edward are you going to be on time every day this month?" The child must answer this question, using the first word in the verse chosen, e.g., "If I am not on time, I will have *a* good excuse for being tardy." In this sentence *a* was used which is the beginning of the verse. The child then asks another question, e.g., "Mary, what do you do at night?" This time the child must answer, using the second word in the verse: "After I study my lessons at night, I go to sleep in my *soft* bed." In this sentence the word *soft*

was used which is the second word in the verse. Questions like this were asked and answered until the child could tell what verse was chosen. A series of Bible stories were used in the fourth grade. Some were read or told by the children and many were dramatized, such as "David in the Cave," "David in Saul's Camp," "Anointing David, etc."

The songs were always selected to correspond with the type of subject they took up. In some grades continued topics, such as Nature Study, were taken up. The second grade took the study of birds as a topic which took several mornings to complete.

For six days these were the subjects used:

1. Some values of birds;
2. The kind of birds we find in fall;
3. migration of birds;
4. How they go south in fall;
5. How they get a leader;
6. What we can do to help them.

In all the grades at the beginning of a new month, that particular month was discussed. Some of the topics were: Things we look for in November; to what season does it belong; why we prepare for winter; flowers we have in November. Then the poem, "November," was read, or Autumn stories were read or told. The holidays that came in the months that were discussed were emphasized, e.g., Hallowe'en was talked about in the month of October, under these heads: 1. Symbols of Hallowe'en; 2. Hallowe'en stories read and told; 3. Hallowe'en songs taught.

The topic of the day for opening exercises seems to be no more important than the way in which it is handled. In nearly all of the grades sometimes one child was held responsible for the program in these morning exercises. This was very valuable in that the spirit of freedom on the child's part was taught and also created a desire to read magazines and papers searching for something they thought interesting to present.

MAEBELLE PRIVOTT, '21

The Approach to Lessons in the Grammar Grades

The approach to the lessons in the grammar grades should be such as to gain the interest of the children and to give some incentive to the lesson that will last throughout the entire lesson and assignment. The introduction must often review the work of the day before, if it is in a series of lessons, so the children will have a clear idea of what they are being led to. The approach sometimes depends on the lesson preceding. There are different types of lessons taught that make different demands on the pupils. For instance, if the children have

just finished an unusually wide-awake lesson as a result of which they are bubbling over with excitement they need something to calm their nerves and change their minds from this excitement to something more calm and natural. Otherwise the children become tired and are not fit to continue their work. On the other hand the reverse change may be needed. When the lessons are not in anyway connected the introductions should be such as to change their minds entirely from the preceding lesson to the lesson they are preparing to take up.

I have been making a special observation for two weeks of the approach, or introduction, to all the lessons I have seen in that time, and others taking notes have reported to me some I have not seen, I now feel more able to distinguish between the *good* and the *bad*.

In the introduction to one reading lesson in the fifth grade, the first question gave an opportunity to review the lesson of the day before, and the second furnished a motive for the lesson of the day. "In our last lesson how did we learn that Odysseus was recognized and by whom?" "To-day we want to find what method the king used in revealing himself to his herdsman." Each child had to read the remainder of the story on class and concentrate on what he was reading to be able to tell the teacher what she wanted to know. In one lesson I observed, the teacher spent her entire approach by getting the children to feel the atmosphere of the story before they began. They had just finished a drawing lesson before this and she wanted them to change their minds entirely to the reading. She asked the children a few questions concerning their own experience and compared this with the lesson she was going to teach.

In another fifth grade reading lesson a student-teacher did not give any purpose or aim for the children to read for she only told the children to read the story silently and be able to tell her what they read. We have learned that the children in grammar grades must have some motive or purpose in view to gain good results. In this introduction the children had nothing whatever to interest them in the story and very likely the most important parts were overlooked. They read listlessly and the lesson was not a success.

While taking up addition, subtraction, multiplication and division in the fourth grade the teacher had flash cards representing each of these and gave the children a short drill at the beginning of the class with these. This gained the interest of the children, caused them to think more quickly and accurately and dismissed from their minds other things besides arithmetic. They were then ready to take up their work in problems and with this work fresh in their minds they were prepared to undertake the work.

Before taking up a lesson in fractions in the fifth grade the teacher gave quick work which the children were interested in and enjoyed. By this time the children's minds were alert and they were quick to respond. Opposite to this was a lesson in a grade where the first thing in the morning (without any thought of arithmetic) the children were sent to the board to work, from their books, problems of which they had never heard before. A test was given of the four fundamental operations and the children were told to see how many they could work correctly in a certain length of time. The signal was given to begin and end, on the second. The children were interested in this test and enjoyed it, whereas most children of to-day hate tests.

We realize before beginning the lesson the teachers should spend a few minutes in introducing the lesson, to get the attention of the children fixed upon what is to follow. During one lesson the student-teacher found, much to her sorrow, the mistake she had made in not gaining the attention of her class before beginning the lesson. Matters of discipline arose and kept the lesson from being as much of a success as it would have been otherwise.

LOIS BYRUM, '21

How I Taught Problems in the Fifth Grade

I took up problems in the simplest form and made them up of things interesting to the children, using their names and their activities whenever possible, as this seemed to appeal to the children. I spent a few minutes every morning with the teaching of problems. I had the children to find three things about the problem: (1) what was given; (2) what they were to find; (3) how to do it. At first I spent a considerable amount of time on these three things, but after awhile they became natural to the children, then our time was spent on the thinking process. I varied the problems according to the topic we were taking up; for example, when I was teaching common fractions, the numbers in my problems consisted of common fractions. I also found that it was a great help to have one day of the week devoted entirely to the problems taken from the text book they were studying.

The types of oral problems that I gave are as follows:

Mary bought $4\frac{2}{3}$ yds. of gingham for a dress. She used $4\frac{1}{6}$ yds. to make the dress. How much did she have left?

George worked $2\frac{5}{8}$ hours on Tuesday and $1\frac{1}{4}$ hours on Wednesday. How many hours more did he work on Tuesday than he did on Wednesday?

Macon rode 18 miles on his bicycle at the rate of nine miles per hour. How long did it take him to ride the 18 miles?

Evelyn went up street with her mother and bought a dress for \$12 and a hat for \$6. Her mother gave the clerk a check for \$35. How much money did the clerk give her in change?

GRACE STRASSBURGER, '21

Indian Life as a Language Topic in the Third Grade

To make the subject, "Indian Life," appeal to the children of the third grade, it was introduced with a story of a little white boy who came over to this country and saw the Indians for the first time. This led to the question of "How did the Indians look"? The outline was the answer: Copper colored skin, high cheek bones, black shiny eyes, very erect and of muscular build. Pictures were shown the children of individuals and of groups. Right here by comparison and pictures they formed the correct conception of the appearance of the Indians.

As they noticed the groups the next step was naturally the kind of homes the Indians lived in and the country around about them. The answers to a few questions developed the following:

Description of country: Uncivilized country, forests in which wild animals lived; description of homes: name, wigwam; materials used to build homes: skins, poles and bark; what the wigwam contained: many skins, no furniture, big open fire. Pictures were used here to make the Indians' home life clear to the children.

For seat work the children were asked to draw stars, the moon or anything that would add to the wigwam as the Indians were very fond of the decorations suggested by nature. The clothing was taken up next. Materials: Skins, tanning and decorations. Clothing proved to be very interesting to them as they readily saw by pictures how queer the red men dressed long ago. They were deeply interested in the meaning of feathers, beads and pictures which the Indians used as symbols.

The needs of the Indians were taken up next. As the class had already learned of the nature of the country and the many animals that lived in the forests, it was easy for them to see how the Indians obtained their food. Fishing and hunting were discussed and compared with the fishing and hunting of today. The Indian feasts were also described.

How the Indians wrote was emphasized. Here the children developed a most interesting conversation. Before they were told how the In-

dians wrote, they were asked questions that led them to think the Indians wrote by means of pictures. By questions the children soon found that their writing was called "Picture Writing." The Indian calendar was explained and drawn on the board. Board work proved to be valuable in explaining to the children how the Indians wrote.

The last and most interesting subject was the Indian warfare. Here the children were taught that the Indians were not wholly cruel in nature, that they were kind as long as their rights were given them, but untrained in seeing the rights of others. The children were told the cunning ways of the Indians, the real art in stealing noiselessly through the woods, and their careful planning of attack. The purpose of the Indian warfare was emphasized. This was to inflict as much harm upon the enemy and receiving as little as possible.

The children were told that the Indians' knowledge of the woods was not equaled by that of any other people in the world. Bravery was brought out, especially the bravery of the Indian men who were engaged in warfare and hunting. The children also learned that the Indians were industrious people, and engaged in pottery making, weaving and agriculture on small scales. The Indian method of communicating to each other signs and signals appealed to the children.

The children's work was made more enjoyable by having them make Indian booklets. For constructive work an Indian village was built on the sand-table.

ANNIE JESSUP, '21

Games for Correcting Errors of Speech

Each teacher should make out a list of errors common in her school. Otherwise she would ramble and probably bring up errors that the children know nothing about. If a teacher has a list of such errors, she can work out exercises to bring in any time during the day. These are some things she must bear in mind in planning these games:

- (1) Be systematic.
- (2) Inspire the pupils to want to speak correctly.
- (3) Make games short and lively.
- (4) Put questions in such a manner that there is but one way to answer them, and that is the correct way.

We do not claim these games to be new ideas, but they are definitely worked out and may be used by teachers. But before using these games be very definite in telling the children how to play them.

These games to correct the misuse of *saw* and *seen*: Get as many things as possible that are interesting to the children and put on your desk. Let one row at a time run around the desk and take a look at the articles. After they are seated ask each one to name two things he saw on the desk. Have them answer in correct sentences, such as: I saw a knife. I saw a ball.

The teacher may ask such questions as this: John, what have you seen on my desk? I have seen a kite. This may be worked out according to the grade you are teaching.

Another game for the same purpose is this: Select one child to be a fortune teller. Have on your desk a number of pictures, turned face downward. Let one child at a time walk up to the desk and look at one picture, putting it in a different place. Each child takes a look, then the Fortune Teller asks the first child what he saw. If he says "I saw a wheat field," the Fortune Teller will say, "You are going to be a farmer." So on until each one has had his fortune told. This is very interesting to the children. Other games may be used for other errors.

The children stand in semi-circle. One child plays on the outside of the circle, standing directly behind No. 1. Teacher starts in front of No. 1 on inside of ring holding a package of cards in her hands. She holds a word in front of No. 1. If he pronounces it correctly before the child behind him does he gets the card, on the other hand, if the child behind him calls it first they exchange places. Teacher continues this as long as desired. When they have finished let each child count cards, seeing who has the greatest number.

One may use this as a contest between boys and girls, or just the individuals.

This one may be used for third or fourth grade:

Let the teacher write on the board a long column of words the children use incorrectly. Then call on one child at a time to go to the board, use the pointer and pronounce. For each word he pronounces correctly let him draw a block, calling it a stone, putting the stones on top of each other, calling this a wall. Let each child do this until all words have been pronounced correctly. At the end have the children count the number of stones they have, and see who has the highest wall.

One way of correcting children's incorrect usage of English is to play the schoolroom is a town.

Let the children select one of their group for mayor, and two others under the mayor to act as critics, reporting to him not the misdeeds but the incorrect English used in their hearing for each day.

At the close of the day have the critics report. Let the children use the word correctly in a sentence so that the one who used it incorrectly may see their mistake.

Then have sentences written correctly on the board so that all may see and hear it.

Change critics often or children will resent their criticism. These are some of the common mistakes:

Words ending in *ing*. Desk (dest) sheep, (sheeps) nest, (hen-nests) (tast) task. I taken for I took.

A poem that is excellent for teaching *isn't* instead of *aint* is "The Song," by R. Loveman, which is in the language grades, Practical English Number I, by Potter, Jescke and Gillett. It begins: "It isn't raining rain to me; It's raining daffodils."

In the fifth grade the plan used below was given to impress the different forms of the verb *sit* and *set*. The teacher gave the distinction between the uses of the words, *sit*—to rest; *set*—to place. She then asked them to make picturesque sentences about the "*setting* sun," using every time the form of the verb *set*. Such sentences as, "The sun *setting* is a beautiful scene," "The sun *set* in a bank of clouds last night," "The sky is red where the sun *sets*," were given by different children.

One child was asked to move an article in the room and all the children were then told to write interesting sentences, using the correct verbs, telling what the child that moved the article did—for example, a jar was moved from one window sill to another by Laura, and such sentences as the following were given:

"Laura *set* the jar in the window," "The jar *sits* in the window," "The jar that *sat* in the first window was *set* in the second."

After a number of sentences had been given by different children they seemed to have in mind very well the different uses of the verb *sit* and *set*.

INEZ PERRY, '21.

REVIEWS

Pupil participation in solving problems of a high school student body, which appears in the September number of *THE SCHOOL REVIEW*, is the particular phase of the interesting subject treated in the article, *Training for Citizenship through Practice*, by Frank G. Pickell, (formerly Principal of the High School, Lincoln, Nebraska, now Assistant Superintendent of Schools of Cleveland, Ohio.) During the past few years we have heard much about preparation for citizenship, teaching Americanism and patriotism. It is hoped that this may be accomplished mostly by the schools. The schools seek to teach civic, world and social problems by having clean sports, fairness in play and in conduct and through practice. Student responsibility as assumed in the Lincoln High School was a great success. Democratic citizenship implies this responsibility; social atmosphere also depends upon this. It trains the children for adult life. Student participation develops thinking, obedience, and many other desirable qualities.

Student participation is built upon the theory of mutual co-operation between the faculty and the student body. The means of co-operation should be simple. In this article the constitution which is now in force in the Lincoln High School is given in full. The constitution of the student government of East Carolina Teachers Training School, built upon the same principle, is strikingly like this one.

A plea for the greater recognition of the teaching profession appears in the September number of *SCHOOL LIFE* in the article, *Comprehensive Report on Teacher Training*. The article is written by a few instructors of several leading institutions of this country. The Governor of the State of Missouri in 1914 requested that an investigation of the teaching facilities of the state be planned, but they found that before they could do this an examination of the entire teacher training problem of the United States was involved and through this investigation the report originated. The report pleads for an enlightened administration of the State's entire teacher training function exercised from a single body.

Marked changes must ensue in our present system of schooling if we undertake to carry out our avowed aim of universal education. Married women are needed in the teaching profession, for marriage and the deepening experiences of motherhood serve to clarify her insight and humanize her sympathy—a purpose that would link to-

gether and coordinate the process of both home and school. High schools and graded schools should be merged into a single institution and not until this is done will there be great professional advancement for teachers. The teacher should rise by capitalizing his experience and improving his work rather than by changing his work. The public should be made to realize the value of good teaching. The authors say, "Fine instruction at present does not prevail in America because it is not understood; parent-teacher associations have rendered a valuable service by promoting the social relations between home and school. Convince the American public that the products of a fine teacher are real and soon the cost will become a matter of secondary importance."

Harvard University has established a graduate school of education for the purpose of training teachers and to provide opportunity for original investigation.

The subject of *Training for Citizenship* is attracting universal attention because all children will be citizens. It is rare to find an educational publication that does not have anything on or associated with this subject. "Socializing the Child," it is sometimes called. The child is made to realize that he is a citizen of the school-room the moment he enters it and becomes a part of the school community. Magazines dealing with the broader problems of education treat the subject abstractly and theoretically. The practical magazines are filled with devices and suggestions for helping the teacher in the school room to make the subject concrete.

A bulletin issued by the Bureau of Education called *Lessons in Civics for the Six Elementary Grades of City Schools*, written by Hannah Margaret Harris, gives illustrations as to how teachers can present civic instruction and also gives guides for teachers. Instruction in civics must be based on the children's experience and should result in creating the mental attitudes and habitual acts that characterize good citizenship. Each part of the material presented has been chosen because it is related to some "civic" situation in which the child is to be found and his reaction to which is capable of being modified by a "civics lesson." If these reactions are produced upon many small children, there is no doubt but that the result will be a considerable safeguard to the children. A list of typical situations is given for each year. The suggestions are based on a list of "Children's experiences and observations." Each teacher is advised to select those situations and lessons which correspond to the children under

her care. Sections entitled, "Methods of Teaching," suggest means of impressing upon children many informal occasions of school life. The teacher will find the course an efficient aid in training her pupils to be citizens.

Notice of *Training for Citizenship*, by Charles A. Ellwood, University of Missouri, appears in the University News Letter. Its theme is that social studies be made central in the curricula of all our schools so that we may have an efficient and intelligent democracy. Democracy has everything to gain from social intelligence and education; democracy can achieve great things only through capable leadership. The educational system should be devised so as to select and train people capable of social leadership. This places the responsibility upon the higher educational institutions. We need to see the vital relations between democracy and education, but we need especially a practical faith in education. Then, perhaps, we shall be able to safeguard our own democracy and make the world safe for democracy.

Civic instruction is being given in sixty typical cities of the United States. Among these are Fayetteville, N. C. There are only two other southern cities. This is quoted from "SCHOOL LIFE."

The article, *Honors for Improved Rural Schools*, which appears in SCHOOL LIFE, "shows that 'standardization' of rural schools involves rewarding excellence by cash prizes and by special distinctions and is an effective stimulus. Different states have different systems of rewarding excellence; among these are bonuses of money, honorable mention in the report, and in others a doorplate and money. The items, upon which a school is measured, are printed on a score card. The main heads include grounds, buildings, sanitation, and other involved activities. Minnesota began the movement in 1899. It was an incentive to make the good school better by state aid. There are in all 27 states attempting to improve the one-teacher rural schools by standardization. The success depends upon how it is administered. The greatest good of standardization in that it furnishes a measuring rod whereby a school may examine itself. Both physical and instructional equipment have been improved in the one-teacher schools to increase their efficiency. Standardization leads to improved legislation. The danger of standardization are three-fold. (1) Complications and indefiniteness of score card; (2) lack of machinery for administration of plans; (3) when a community attains a 'superior school' it may reach a state of self-satisfaction. The score cards must be definite.

A superior school is nowhere near the end in the realization of the kind of school that is possible for the country. A superior school has served its greatest mission when it arouses the community to the conviction that the school best fitted to give country people the educational advantages equal to those found in cities is the farm life consolidated school."

"Women direct the consumption of 85 per cent of the nation's wealth and so are the determining factors in production. The nation, then, must see that the women are educated to become wise and intelligent buyers. 'As the girl of today is taught, so will the woman of tomorrow buy,' says Mrs. Calvin, the home economics specialist of the Bureau of Education. Women are the ultimate consumers of the product of innumerable factories and shops. 'The school and college courses of the present and future should enable women to judge wisely, purchase carefully and appreciate the true value of good material, good workmanship, and beautiful designs,' so Mrs. Calvin designates the purpose of home economics. 19,000 American girls are now studying home economics and will eventually influence approximately 1,000,000 pupils, as home economics begins in the fifth grade in more progressive cities. It includes foods and nutrition, clothing, household management, and many other desirable qualities. At one time the housewives were producers of the so-called dry goods but because of present day conditions, the coming of machinery, and the fact that the women have become wage earners, there was no vital interest in the affairs at home. Mrs. Calvin says, 'The teaching of textiles and clothing aims first to give skill in garment making,' clothing courses are designed to give skill in mending, repairing and remaking. This work will teach the girls and women to be more intelligent in selecting fabrics, trimmings, designs and colors.

Courses in clothing will teach them to choose sanitary, adequate and comfortable clothing, for the health is affected by the garments worn. Women need to know what clothing is needed, know materials, have correct standards of good taste, be intelligent in purchasing materials and skillful in the making. All this can be said in relation to purchase of household goods. If home economics education attains the place it advocates, the effect may be stated as follows:

1. Careful buying, fewer returns to retail merchants.
2. Greater appreciation for materials bought.
3. Better goods sold.
4. Lessened loss of uncollected bills.

5. Fewer purchases of excessive quantities.
6. A demand for standard materials and designs.
7. Greater national financial welfare.

Unwise buying may stimulate types of production, temporarily stimulate business, but the reaction brings a collapse of credit. Conservative buying results in a better and more stable demand upon all producers and a more certain payment of obligations.

The article, "*Summer-School Courses in Country Life Improvement*," which appears in the September number of *SCHOOL LIFE*, portrays what is being done in Maine to improve country life. Rural leadership was studied by 75 young women at the summer school held at Castine, Me. The legislature of the State of Maine gave to the Superintendent of Schools the right to select 100 rural teachers for special training. Organizations for the improvement of country life, rural surveys and other desirable organizations to connect the life of the school with the life of the community formed the basis of the course. Attention was given to the study of hygiene and sanitation and to recreational education, including gymnastics, dramatics, recreational plays and games.

Alaska's Place in the Sun, is an interesting account of Alaska, given by Mr. William E. Smythe in the October *REVIEW OF REVIEWS*, in which he writes of what Secretary Payne reports on his return from Alaska.

Secretary Payne decided that he was Alaska's "Viceroy," so he went to Alaska to investigate the country as to the possibility of improvements. The climate is favorable at certain seasons for raising crops and the soil is very fertile, so it is possible to feed many people. There are great railroads and vast coal mines and resources to be developed. Co-operation is badly needed for the development of its trade and commerce as well as its prosperity. The scenery is far more beautiful than in Switzerland. Alaska is the place to go to in summer to see the beautiful mountains, glaciers, etc. Alaska has great promises for young men who are born to fight and are ambitious. The "open door" of Alaska is waiting for brave, strong men and women to develop its vast resources and pave the way to prosperity.

President Wilson issued a proclamation requesting that the schools, colleges, and universities observe the three-hundredth anniversary of the landing of the Pilgrims.

In the proclamation he states that the people of America should show their gratitude and obligation to the early settlers of America by celebrating the 21st of December, 1920. The Pilgrims gave us high ideals and principles of liberty and human rights, therefore we should have a nation-wide observance of the day.

He suggests that we, the people of America, observe the day with patriotic services, and that the universities, colleges and schools will draw lessons on the patriotism, perseverance and fortitude of that little band of men and women who established on this continent the first self-determined government based on the great principles of just law and equal application to all.

The people of New England are celebrating the great epoch in the history of America, and also any other states who really see and understand the early principles and ideals handed down from the Pilgrims.

The Special School Health number of the Health Bulletin for September, 1920, published by the North Carolina State Board of Health, carries a number of helpful articles and should be carefully read by every teacher in the State. The article, *The Land we Live In*, states conditions of North Carolina as they are, and offers a suggestion for home care and removal of all physical defects for all children as a future achievement. The *Four Things to Do Before School Opens* are more for the community than the teachers.

There is brought out in one article North Carolina's need of more and better hospitals and medical schools. The necessity of attending to diseased tonsils should be noted by both parents and teachers. The absurdity of keeping children in after school should make the teacher stop and think. The necessity of teaching something besides school subjects is a very important feature brought out. There is an interesting discussion advocating a law for mother's pensions as an aid to better health for the children. The need of money as a means of raising the standard of health among the school children is discussed. The article on *Medical Inspection of School Children* shows the need of physical examinations and how they can help the State as a whole.

The Sixth Annual Report of County and City Health Department of Durham, N. C., gives an interesting account, not of theory and

principle, but of what has actually been accomplished in one county of the State. Under the supervision of Dr. Arch Cheatham this county has perhaps accomplished more in the way of health improvement than any other county in the State.

The Dental Clinic, the first to be established in the State, examined 1,123 children from July 1 to December 31, 1919, and treated 1,003 children at a cost of \$1,610.48, thereby saving to the parents of the children \$2,520.27 which they would have had to pay had the work been done in a private office.

The County Home and Workhouse, as well as the Convict Camp, has been equipped with many modern sanitary conveniences.

The Bacteriological Laboratory, established in 1915 with the main object in view at the time to conduct examinations of markets and milk, has grown and by the aid of this laboratory there has been much information gained to help in the control of communicable diseases. The laboratory has made 3,177 examinations at a saving of \$7,603.00. The reports on the milk and dairy farms show that they are up to the standard. The reported conditions of the water supply, meat inspection, and markets show that the Board of Health has done much for the sanitary conditions in town and county.

An investigation, to find out how much moving pictures are being used in schools, shows that they are increasing in popularity and that the method is regarded by many school officials as one of the greatest aids in education. Some interesting results are recorded.

At least 6,400 schools in the United States are equipped with machines for projecting motion pictures. One half of them are in elementary schools and the other half are in high schools and colleges. They use theaters, community or lodge or club halls, and churches, (but only a few) for the screen as the school buildings are not equipped with a hall or place where it is possible to show a picture. Many of the schools are in a position to use electricity but do not have the machines necessary for the pictures.

Funds for securing these moving picture machines may be procured by raising subscriptions among pupils, by charging admission to community gatherings, appropriations by State, county, city or school board, private school funds or personal contributions.

Films may be secured by exchanging with commercial film companies, government departments and altruistic organizations, and some from industrial manufacturing concerns.

Francis Arnold Collins, as well as many other educational leaders, has joined in the nation-wide movement to improve the hygienic conditions in the schools of the country. His article to the REVIEW OF REVIEWS for October, 1920, states that 75 per cent of the school children have physical defects.

The country school house is in a very unsanitary condition and helps to spread many diseases because of the fact that all use the same dipper. The chief causes are that they must stay in barely-heated and have poorly ventilated rooms. There is in progress a movement to light the country schoolhouse better. The plans for building and painting should be carefully made in order to get the right amount of light. The air should be warmed and moist but fresh when it enters the room. The furniture should be simple and easy to clean and dust. The location should be well chosen so that there will be no mud, clay or sand to be brought in the schoolroom. A drinking fountain should be in every school. There should be a State Health Inspector in each school to examine each child at least once a year.

In an editorial in *The Charlotte Observer* for Thursday, October 14, 1920, the Associated Press carried the information that the Rockefeller Foundation has made public declaration that "North Carolina is among the leaders of States in this country in county health work." It further states that with Wilson County taking the lead in June, 1917, the movement has spread until, at the end of 1919, twenty-four counties were under whole time health officers. *The Observer* congratulates the State Board of Health for this fine record and says that it is a mighty good thing for North Carolina to be advertised as the leader in good health work.

ALUMNÆ

Alumnae Editor, GRACE SMITH

Practically all of the girls of the class of 1920 are teaching.
Gay Albritton, 5th and 6th Grades, Kinston.
Annie Lou Alston, 4th and 5th Grades, Upchurch School, Wake Co.
Elizabeth Bass, 3rd Grade, Franklinton.
Mary Batts, 4th and 5th Grades, Bunn.
Gladys Baum, 6th and 7th Grades, Old Trap High School.
Madge Blackley, 4th Grade, Jonesboro.
Ruth Brown, 4th Grade, Rocky Mount.
Marion Butler, 2nd Grade, Kenly.
Gertrude Chamberlain, 7th Grade, Jonesboro.
Grace Cloninger, Primary Grades, Mt. Olive School, Catawba Co.
Texie Dale, Franklin.
Ruby Daughtridge, Glendale School, Johnston County.
Helen Elliott, 1st Grade, Vanceboro.
Thelma Elliott, 5th and 6th Grades, Johnston County.
Agnes Ellis, 2nd Grade, Dunn.
Lila Faircloth, 6th Grade, Bladenboro.
Blanche Farabow, 4th and 5th Grades, Glendale School, Johnston Co.
Caroline Fitzgerald, 2nd Grade, Four Oaks.
Irma Fuqua, Upper Grade, Sidney School, Alamance County.
Ruby Garris, State Blind Institution, Raleigh.
Marie Gatling, 3rd Grade, Windsor High School.
F. Marguerite Hensley, Winston-Salem School.
Irene B. Hollowell, Intermediate Work, Bald Creek, Yancey Co.
Minnie Hollowell, 6th Grade, Lexington.
Fannie L. Jackson, 4th Grade, Bethel.
Nonie Johnson, Principal of Rural School, Johnson County.
Glenmore Koonce, 5th Grade, Kenly.
Ruth Loy, Primary Work, Leasburg.
Roland Martin, 4th and 5th Grades, Macclesfield.
Katie Lee Matthews, Benson.
Edith Matthews, Grammar Grade Work, Newton Grove School, Sampson County.
Mildred McGowan, Principal of Tiny Oak School, Hyde County.
Bonnie Muse, 3rd Grade, Roberdel High School, Rockingham.
Ethel McArthur, Primary Grades in Sharon School, Lenoir Co.
Mildred McCotter, 6th and 7th Grades at Macclesfield.
Ellen McIver, Primary Work at Mt. Mitchell.

Ruby Mercer, Intermediate Work in Green County near Stantonburg
Janice Mizell, West Maryland College, studying.
Myrtle Moore, Intermediate Grades in Simpson School, Pitt Co.
Ollie Moore, Kenley School.
Geraldine Moore, 2nd Grade in Roanoke Rapids School.
Pauline Newell, Primary Grades, Simpson School, Pitt County.
Alma Odom, 2nd Grade, Bridgeton.
Virginia Pigford, 6th Grade, Jonesboro.
Annabelle Quinerley, 1st Grade, Roanoke Rapids.
Martha Ratcliffe, 1st Grade, Four Oaks.
Julia Rowe, 2nd and 3rd Grades, Graham.
Callie Ruffin, at home, Rocky Mount.
Ethel Southerland, 3rd Grade, Princeton School, Johnston Co.
Minnie Love Stephens, 5th Grade, Benson.
Helen Stewart, 5th Grade, Dunn.
Eloise Tarkington, Stonewall School, Pamlico County.
Carrie Teer, 2nd and 3rd Grades, Saxapahaw School.
Harriette Thomasson, 3rd Grade, Ossippee School, Alamance Co.
Mildred Thompson, Primary Work, Mackeys.
Janie Tyson, State Blind Institution, Raleigh.
Kathleen Vaughn, Graded School, Stantonsburg.
Lula Wade, Primary Work, Flat Rock, Wake County.
Francis Walker, 2-teacher School, Union Ridge.
Zelma Wester, 4th Grade, Four Oaks.
Alice Whitehurst, 3rd Grade, Salisbury Schools.
Elmira Wommack, 3rd Grade, Stantonsburg.
Mabel Wommack, Kenly School.
Vera Wooten, 3rd Grade, Sanford School.
Henrietta Zahniser, 1st Grade, Bethel.

Edna Camm Campbell, '12, has charge of Teacher-Training in Craven County and has some work in supervision. She has a group of Craven County High School students in Vanceboro Farm-Life School that are taking the course in teacher-training. This plan is an experiment that is starting off wonderfully well. In an article in this number of the *QUARTERLY* she gives an account of the work, telling what she is doing and what she is planning to do. She has her degree from Peabody College for Teachers. For the past two years she has been teaching in the normal school at San Marcos, Texas. For the two years before this she was critic teacher in the Central Tennessee Normal, at Murfreesboro.

At the present time there are sixteen graduates of the Teacher-Training School teaching in schools of Pitt County. They are:

Ferol Little, '19, Belle Arthur; Vivian Jenkins, '19, Bethel; Fannie L. Jackson, '20, Bethel; Henrietta Zahiniser, '20, Bethel; Ruby Worthington, '19, Barnhill School; Mattie McArthur, '19, Barnhill School; Ethel McGlohon, '18, Grimesland; Myrtle Moore, '20, Simpson; Pauline Newell, '20, Simpson; Leona Tyson, '19, Fountain; Bess Tillett, '18, Fountain; Flora Barnes, '18, Farmville; Annie Smaw, '14, Joyners School; Ruth Hooks, '19, Grifton; Laura W. Newton, '19, Grifton; Julia Elliott, '17, Centerville; Vivian Case, '17, Farmville.

Martha Lancaster '16 and Lida Taylor '16 are again teaching in the Model School. Martha is teaching third grade and Lida second.

The Greenville public schools are looking to the Training School as an ideal place from which they may employ capable teachers. They now have the following alumnae of the Training School: Christine Johnston, '15, first grade, in Evans street school; Ernestine Forbes, '15, reading, grammar and spelling, in sixth and seventh grades in Evans street school; Elizabeth Evans, '18, third grade, in Evans street school.

Eloise Ellington, '13, is keeping books for the firm of W. A. Bowen, in Greenville.

Nannie Bowling, '12, is still doing office work for the Daily Reflector Company.

Rubelle Forbes, '15, is doing stenographic work for the Imperial Tobacco Company.

Estelle Greene, '12, is librarian at the Greenville High School. She held the same position last year.

Cards have been received announcing the marriage of Mr. Ralph Alexander Sullivan and Miss Mary Elizabeth Hutchins, '18, on August 25, at Winston-Salem, N. C. They will make their home at Leaksville.

Agnes Thompson, '17, is teacher of fifth grade in the Farm-Life School at Middleburg.

Lizzie Smith, '18, is doing office work in Wilmington.

Louise Stalvey, '16, is teaching the first grade in the graded school at Pittsboro. This is her third year in this school. Louise is considered a very successful teacher.

Glennie Woodard, '19, is teaching in Scotland Neck.

Willie Green Day, '13, is teaching in Hickory. Her home address is East Broad Street, Statesville.

Blanche Atwater, '18, taught in the Bethel graded school in 1919-1920. She attended summer school at Columbia University.

Elizabeth Mercer, '17, worked in the First National Bank in Tarboro for some time. Last June she married Mr. Edward H. Marrow. They are now making their home in Tarboro.

Ruth Whitfield, '19, is again teaching a section of the first grade in the graded school of Dunn. She is a very successful teacher.

Alexa Alford, '18, is teaching near Charlotte.

Christine Johnston, '17, is teaching at Troy.

Esther McNeil, '17, is spending the winter at her home, Rowland.

Gladys Florine Yates, '18, studied at Peabody College all last year and during the summer term. On August 29 she was married to Mr. Lonnie Elwood Blackman, in Nashville, Tenn.

Marie Worsley, '19, is teaching the Upper International grades in the Dixie school in Edgecombe County.

During the month of August Lillian Gardner, '19, was married to Mr. J. A. Mercer, of Fountain.

Vera Bennett, '19, is teaching in Washington.

Bloomer Vaughn, '16, taught at Deans school, in Nash County, in 1919-1920. She is now teaching at Whitakers.

Annie Bridgman, '18, is teacher of sixth and seventh grades at Swan Quarter.

Mary Chauncey, '14, is teaching first grade in Warrenton.

Lillie Tucker, '11, is doing stenographic work in Washington, D. C.

Rena Harrison, '19, is teaching near Elizabeth City.

Mrs. Sadie Dew Kemp, '18, lives in Wilson. She has a fine son, who is four months old.

Alla Mae Jordan, '19, is teaching in the State Blind Institute, Raleigh.

Ruth Lowder, '17, is teaching at Richlands.

Lalla Pritchard, '13, has been teaching in the Deaf and Dumb Institute, Morganton.

Blanche Satterwaite, '17, is teaching at the Sand Hill school, Kinston. R. F. D. No. 6.

Eula Peterson, '18, attended Columbia University this past summer.

Sadie Nichols, '14, taught at Princeton last year. Her work was in the primary grades.

Fannie Bishop, '18, is teaching at Ransomville.

Annie Laurie Bishop, '16, is now Mrs. Payne.

Mae Bell Cobb, '14, was married to Dr. Thomas White Smithson on November 13, at Fremont.

There are nine of the Alumnae teaching in the Kinston graded schools. They are: Elizabeth Hathaway, '18, Ruby Giles, '19, Ruth Cook, '18, Ophelia O'Brien, '17, Mavis Evans, '14, Lola Gurley, '18, Blanche Lancaster, '14, Emma Roberson, '15, Fannie Lee Speir, '17.

Mrs. Roderick Stamey, formerly Susie Morgan, '16, who is now living in Illinois, has a son, Roderick, Jr.

Ruth Spivey, '17, and Rosa Vanhook, '19, are teaching in Elizabeth City. Rosa recently spent a week-end here with her sister, who is attending the Training School.

Elizabeth Wagstaff, '19, and Dorothy Johnston, '19, are teaching near Louisburg.

Lois Hester, '19, is spending the winter at home.

Burwell Patterson, '18, is teaching first grade in South Rosemary. This is her second year there. Burwell attended summer school at Chapel Hill this past summer.

Viola Dixon, '13, is teaching in Shelby.

Sallie Best, '18, is teaching the second grade in the graded school at Thomasville.

Nannie Mae Brown, '17, is teaching in Edgecombe County at Nobles Mills.

Mrs. Sue Alston Pitt, '17, is teaching in the St. Louis school, at her home, in Edgecombe County.

Emma Cobb, '14, who has been supervisor in Edgecombe County, is now working in a bank in Tarboro.

Mildred McCotter, '20, and Roland Newton, '20, visited the school one Sunday afternoon recently. They report a fine start in Macclesfield.

Gelene Ijames, '16, is teaching the second grade in Mocksville High School, Mocksville. This is her second year there. She has not only made good in teaching, but in other things also. For since the death of her mother three years ago, she has been keeping house for her father, and being an ideal big sister to fourteen-year old brother.

Mary Whitehurst, '19, is teaching the second grade in Dunn.

Bettie Starr Howell, '19, is not teaching, but is at her home in Severn.

Annie Wilkerson, '19, was teacher of the second grade in New Bern last year. This year she is teaching the second grade in Belhaven.

Hallie Jones, '17, is now married to Mr. R. E. Blalock, of Goldsboro.

Ina McGlohon, '19, is teaching the third grade in High Point. This is her second year there.

Ethel Smith, '18, who is now Mrs. Jarvis C. Stokes, is teaching music in Stokes.

Cards are out announcing the marriage of Jennie Palmer Taylor, '17, to Mr. Edward F. Taylor. The marriage took place on the 20th of October, in Kinston.

Bertie Patterson, '19, is teaching at Polkton.

Bloomer Vaughn, '16, is teaching in the school at Whitakers.

Mrs. Will Rhodes, '14, formerly Lela Deans, is principal at the New Hope school, Wilson County.

Anna Belle Quinerly, '20, was bookkeeper for Dr. Pace, of Greenville. She has now gone to Roanoke Rapids to teach first grade.

Effie Baugham, '17, was recently married to Mr. E. V. Strickland.

An interesting letter received from Irma Fuqua, '20, says she is teaching in the fourth, fifth, sixth grades, and five subjects of the seventh grade, in the Sidney school near Mebane. She is very proud to think that she has induced the other two teachers to see the need of public school music. Now in the school they have a ten minutes period each day devoted to this subject. Teaching the parts of speech to pupils of the seventh grade has shown her some of the real value of her teacher training.

Pattie E. Nixon, '19, has written about her work. She and her sister Sara, '19, taught in the Dortches school, on the north side of Rocky Mount, in 1919-1920. They are both teaching there again this year. Their faculty has been increased from three to five teachers. Pattie is teaching second and third grades. She has an enrollment of 22 pupils. Pattie and Sara are both thoroughly enjoying their work.

The Alumnae editor has received a letter from Pattie Dowell telling about the Wake County branch of E. C. T. T. S. Alumnae. On September 17 Annie E. Smaw, '14, Louise Smaw, '16, Lela Carr Newman, '15, Janie Tyson, '20, Ruby Garriss, '20, Alla May Jordan, '19, and Pattie Dowell, '11, met at Pattie's home and organized. Miss Mamie E. Jenkins was with them. They elected their officers as follows: Pattie Dowell, president; Lela Carr Newman, vice-president; Janie Tyson, secretary and treasurer.

During fair week they had a booth in Floral Hall. Although their proceeds were small, still they were not discouraged.

Pattie says: "We are trying to help people in Wake County realize that our Alma Mater is worthy of her consideration and patronage. I am trusting that the day will soon come when we shall be recognized."

Bessie Doub, '14, is working in Toledo Hospital, Toledo, Ohio.

Annie Hardy, '14, is teaching in the Wiley School in Raleigh.

Lela Carr Newman, '15, is in Raleigh keeping house for her invalid father.

Louise Smaw, '16, is teaching in Louisburg.

Mary Wooten, '19, is teaching at Rich Square.

Ellen Renfrow, '18, is keeping house for her father in West Raleigh.

Lula Wade, '19, is teaching in New Hill.

Blanche Alligood, '19, is teaching in Thompson School in Raleigh.

Ila Bullock, '11, is teaching in School No. 8, Jacksonville, Fla.

Pattie Dowell, '11, is teaching in Murphy School in Raleigh.

SCHOOL ACTIVITIES

Y. W. C. A.

The first Y. W. C. A. service each year is one of the special features of the opening of the Training School. On October 4, 1920, President Wright delivered the opening message. He made a strong, impressive talk that was especially appropriate to young women entering upon a year of training for leadership. He drew a comparison between the glory and prosperity of Solomon's age by telling the story of the subsequent fall of the king of Israel and analyzing the causes. He called attention to similar dangers today, if we are led away from high ideals by material prosperity. He asked the pertinent question, "Have we gone back in the last five years?"

He declared that he believes America is the chosen nation today as Israel was then, because our form of government throws the responsibility on all the citizenship; although this gives the greatest freedom, it makes the government problem an individual one as well. The hope of the nation and of the world is in enlightenment of all the people, the training in right ideals, so that they will have the right ideas of their relationship to other people, this nation, other nations, and the world. Other nations have paid a heavy price for wrong ideals. Payment will be exacted of us also if we follow any but true ideals.

This is a crucial time in the history of the world, a time of new things and new ideals, and the future depends upon the way the people adjust themselves to these things. There is danger of having the "flying attitude" toward life that has come in with the flying machine.

At the close the president impressed upon the young women the new responsibilities that have come upon them and the importance of their getting the best possible out of school and church.

The entire school attended the service. The three hundred young women made an impressive group. All seemed deeply interested in the work of the Young Women's Christian Association.

Mr. L. R. Meadows conducted the service on Sunday, October 10. His subject, "What Membership in the Y. W. C. A. Should Mean," was illustrated by three passages of scripture, each of which expresses unity, the chief cornerstone of Y. W. C. A. work.

Rev. F. H. Scattergood conducted the vesper services on Sunday, October 17. His text was: "Young men shall see visions and old men shall dream dreams."

A group of girls conducted the Y. W. C. A. services Sunday, October 24. The 91st Psalm was read by the president of the Y. W. C. A.

"Cheerfulness," the main topic, was clearly brought out in three readings: 1. "Cheerfulness on the Campus." 2. "Cheerfulness in the Schoolroom." 3. "Cheerfulness in the Dormitories and Dining Room."

The annual recognition service was held Sunday, October 31. The new members dressed in white and carrying lighted candles made an impressive group as the president of the Y. W. C. A. expressed her desire to have their hearty cooperation and good will this school year.

The old members with the cooperation of the new members expect to make the Y. W. C. A. a better organization this year.

Dr. J. B. Turner conducted the vesper services on November 7. From his text, "That our daughters may be as cornerstones polished after the similitude of a palace," he developed three ideas in which womanhood should be like a cornerstone: beauty, endurance, and support.

The Y. M. C. A. and Y. W. C. A. organizations all over the world observed as week of prayer November 14 to 21 for the uplift of the young people of the world.

The first service of the series held in the Training School was conducted by Miss Maria D. Graham. She impressed her hearers with the idea that "In unity there is strength." She stated that the cooperation of the entire student body was desired. The students joined in this week of prayer with earnestness.

Mrs. Steidley, a member of the B. F. McLendon evangelistic party, conducted a very uplifting series of Bible study classes during the month of November while the meeting was going on in Greenville. She made an excellent talk November 9 to the girls as an introduction.

November 12 she held an interesting discussion on the life of Jesus as recorded in the book of John. She gave references and questions for the girls to look up at each meeting. Work on the part of both Mrs. Steidley and students resulted in an earnest study of the Bible by the whole student body.

The students were allowed to attend the evangelistic services in the afternoons and on Sunday evening.

The first regular business meeting of the Y. W. C. A. was held November 6. Plans for Y. W. C. A. hut were discussed.

The meeting was then turned over to the program committee, who had a mock election. The ballot box was a large market basket. All kinds of women were there—white women, colored women, mothers with little children and one-time nurses who were too proud of the honor of voting to nurse and rejoiced in the fact that their one-time mistresses had to do the nursing. All these cast their votes into the ballot box.

Speakers for both Democrats and Republicans delivered convince-

ing speeches for her nominee. The judge refused to give the decision but left it to the audience to decide which speaker won.

The annual Y. W. C. A. social to the new students was held October 2. The students were first led into the auditorium where they were welcomed to the school by the officers.

They were then divided into three groups according to the months in which they were born. The group on the first floor of the Administration Building joined in a short debate, followed by a short musical program. The feature of amusement of the group on the second floor was the game of rook. The third group enjoyed games like "Feathers," "What my aunt brought me from India," etc. The groups were changed from one floor to the other in order that all might enjoy the different amusements of the evening. Punch was served in the front hall, on the first floor.

LITERARY SOCIETIES

Officers for 1920-21

LANIER

POE

Helen Watson.....	<i>President</i>	Julia Taylor
Julia Gatling.....	<i>Vice-President</i>	Allea Crowell
Gladys Monroe.....	<i>Secretary</i>	Gladys Davis
Maggie Dixon.....	<i>Treasurer</i>	Lillie Mae Shepherd
Leone Johnston.....	<i>Doorkeeper</i>	Inez Lee
Sallie Belle Noblin.....	<i>Critic</i>	Grace Jenkins

The societies of the Training School gave a delightful joint entertainment for the new girls on Saturday evening, October 9, 1920.

This was for the purpose of giving the glad hand of welcome to the new girls before they were connected with either one society or the other, thus encouraging good inter-society feeling.

The last year girls were the hostesses. Miss Helen Bahnson, chairman of the Inter-Society Committee, had charge of the social. The new girls were divided according to their birthdays, those of each month having a hostess in charge. These were divided into three groups, one going to the third floor, one to the second, and the other remaining on the first. On each floor were different forms of entertainment. On the third floor were the active games, on the second the quiet games, as rook, and fortune-telling, and on the first a musical program was rendered. Each group progressed so that before the evening was over each girl had been on every floor and had had a taste of each kind of amusement.

The initiation ceremony of the societies took place on the fourth Saturday evening in October. This event came later in the school year than usual because school opened later, and the students were not known well enough by the second Saturday in October to be divided into the two societies. Instead of initiation taking place on this night, a joint-social, for the purpose of learning the new girls better, was given by the societies and was enjoyed by all. Until the invitations were received on Friday, no new girl knew into which society it would be her lot to fall. If there were any girls who wished themselves in the other society before initiation, they all seemed to be satisfied afterwards, and each girl now knows that she is in the one she prefers.

SIDNEY LANIER

The Laniers held their meeting for initiation around a large camp-fire on the hill above Rock Spring. Committees of the old girls had gone ahead and prepared things while the new members, led by members of the faculty and old girls, gathered on the campus and in single file marched through the woods to the place of the ceremony: Crossing fences and a foot log was made a part of the ceremony. It was a very impressive sight to see by the campfire the new members gathered around the Sidney Lanier Banner as they were welcomed into the society by the president. While gathered around the fire, they sang songs, told stories, toasted weiners and marshmallows, and ate the picnic supper served them. Every one enjoyed a very pleasant and unusual evening.

EDGAR ALLAN POE

The Poes entertained their new members in the auditorium, which was very attractively decorated with the large red and white dahlias grown on the Poes' flower plots. That well-known and much loved story, "Lorna Doone," was shown to the society with the new moving picture machine which they had just purchased. A special musical program was given in which Miss Fannie Johnston sang a solo. Miss Blanche Cannon played during the picture.

The Poes are justly proud of the moving picture machine they have presented to the school.

Classes

The only class that has organized as THE QUARTERLY goes to press is the senior class.

The Senior Class organized on October 16, 1920. The following officers were elected:

Josie Dorsett	<i>President</i>
Helen Croom	<i>Vice-President</i>
Jennie Mae Dixon	<i>Secretary</i>
Wilma Burgess	<i>Treasurer</i>
Elfye Holloway	<i>Critic</i>
Mary Crinkley	<i>Doorkeeper</i>

The class seems very enthusiastic and interested in the work. There are eighty-seven members. Eight of these have come into the class of '21 this fall. Some of these have made their Junior credits during

summer terms; others have come from other normal schools. Some have entered the class knowing that they will not finish until August. This is the largest Senior Class ever registered in the Training School. There has never been a more enthusiastic group starting off the senior year. They have plans for a busy year and hope to fill many pages of the QUARTERLY with their deeds.

SCHOOL NEWS AND NOTES

Anniversary of Opening

The eleventh anniversary of the opening of the school was celebrated on October 5. Appropriate talks were made by President Wright and Hon. F. C. Harding, a member of the executive committee of the board of trustees; the one looking backward making the young women conscious of the beginnings of the school and the purpose for which it was established, the other looking forward arousing them to a realization of the responsibility resting upon them.

President Wright pictured the place as it was on the opening morning, October 5, 1909, when everything was new, the campus, buildings, faculty, and students. He asked them to think away the additions that have been made since then, the two wings to east dormitory, the wing to the administration building, the kitchen, the president's residence, and the Model School, and they could have some conception of the place. The board of trustees thought then that adequate room had been provided for all who would come for ten, perhaps twenty, years, but the struggle for room has gone on since the opening of the second year.

A definite purpose, he said, characterized the first group and the school has held rigidly to that purpose ever since. Those first students went out and made a name for themselves and the institution, and their success has become the success of the school. He announced that the enrollment this year is the largest in the history of the school, and would have been much larger if the room could have been provided for those who applied. Through the eleven years the school has been growing as fast as the money could come.

Mr. Harding was introduced by President Wright as a public spirited citizen of North Carolina, one who loves his town, his county, his State and his nation. Mr. Harding delivered a strong, stirring address, arousing the young women to a consciousness of the serious responsibilities that rest upon women now and henceforth and especially upon teachers.

With the privilege of citizenship have come duties and responsibilities that outweigh, in his judgment, the privileges. "Whatever ticket you vote, it is your duty to know why you vote; you should know principles on which each candidate stands, have an honest opinion and vote accordingly."

He pictured the dangers that are threatening the world today. Never has there been as strong a spirit of lawlessness and never such a need

for a strong, broad-minded citizenship to save the civilization of the world. America stands out as the one civilized powerful country able to save the world.

Unless public integrity is restored a loosening of faith in the powers of government will rule the world and civilization will topple as it did in the fall of Rome. Individuals must be reached and made to think. He gave as the two classes whose influence he considered as most potent in shaping the individual the teachers and the preachers and with all reverence, he placed teachers first because of their close contact with the citizens in the making, the children. He thus placed the final responsibility on the teachers.

The new age calls for a new womanhood, he believes. He told the students that there will be no more "gardens of roses" for them to enter when they are graduated from here, the day of protected womanhood is past, and declared that he, as many others, had done what he could to shield and protect womanhood, and there are perhaps many women who do not wish for the new privileges and responsibilities but they are here and must be assumed.

A deep impression was made upon the young women by Mr. Harding's earnest appeal to their sense of duty. President Wright, at the close, promised a number of talks on citizenship during the year.

He said he could not let the day go by without calling attention to the great man whose portrait was facing the students, Governor Jarvis, a man who loved his people in North Carolina as few men have ever loved a people.

The celebration of the eleventh birthday of the school helped the new students to catch the spirit of the school and to get a vision of the life they are being prepared to meet. It was a most fitting manner of celebrating the occasion.

Celebration of Armistice Day

Armistice day was celebrated at the Training School by appropriate and extremely interesting exercises.

Capt. W. C. Rodman, of Battery B, 113th Artillery, from Washington, N. C., was the speaker of the occasion and gave a thrilling account of his experiences on Armistice Day and in the days immediately preceding and following. The meaning of this day, the significance of it, is clearer to those who heard Captain Rodman than it was before.

The two literary societies of the Training School planned the program for the occasion and invited as their guests the members of the

American Legion, the Boy Scouts and the High School, as well as the general public. Each of these attended in a body.

Prof. C. W. Wilson, in the absence of President Wright, presided over the exercises. Rev. F. H. Scattergood conducted the religious services, reading an appropriate Scripture lesson and leading in prayer.

The exercises began with the singing of "God of Our Fathers." The school chorus sang "The Question of the Flag." After the prayer all joined in singing "My Country 'Tis of Thee," then Professor Wilson turned the meeting over to Dr. Laughinghouse, who in a most gracious manner introduced Captain Rodman. He said that in his mind the 11th of November ranked with December 25, Good Friday, and Easter Sunday as days to be celebrated.

He further said that he knew of no class of people to whom the celebration of this day should mean more than to young women who are to become teachers. He introduced Captain Rodman as one who was in the thickest of the fight, who knew all the disappointments, the discomforts, and sacrifices, one who left home and gave all he had to help bring peace on earth, good will to men.

Then followed the splendid speech by Captain Rodman. He took his audience with him step by step through the Mihiel Drive, the Argonne Forest, and into the Metz Section, showing how his battery was in the thick of the fighting. He told of their equipment when they started out and what they were reduced to before they stopped fighting. He showed by way of contrast the difference everywhere after the armistice was signed. He said that he would like to have been in three places on that memorable day, either at the front, in Paris, or at home, to see how the people took the news. He was off on leave and was in Nice. He described the scenes in that city. He was in Paris on the following Sunday when they celebrated the return of their lost colonies, Alsace and Lorraine.

He stopped in Paris on his way to Nice so had an excellent opportunity to see the contrast there.

We who are alive today will perhaps never live to see the full fruition of the victory won under the leadership of our country. He spoke with pride of the part America took in the war, modestly making no claim except that she did her part. He said that he was proudest of the fact that America was a unit then in the service of God and humanity—there was no North, South, East and West but all were one. On the day the armistice was signed Woodrow Wilson was the greatest man in the world to the people of France. He closed by expressing hope that the day would always be celebrated as it should.

The exercises closed with the singing of the "Star Spangled Banner."

Song Recital by Francesca Kaspar Lawson

The concert at the Training School given on the evening of November 15 by the soprano singer, Francesca Kaspar Lawson, was exceedingly enjoyable, both to musicians and to the general public, from the first of the classical airs to the final number, an aria from "Romeo and Juliette."

The singer has a voice of sweetness and flexibility, and she took her high notes well. She is a woman of charming personality and has a pleasing stage manner. Her description of the songs and her comments on the music and the composers aided the public in their appreciation of the songs.

Perhaps the favorite number of the program was "Song of India," which she sang with a richness and with a resonance that brought out the strange beauty of the Russian music. The Norwegian Echo Song, as was sung by Jenny Lind, was lovely and the singer managed the echoes wonderfully well, bringing out the lights and shades beautifully. The French song, "Twilight," by Massenet, was the favorite of some in the audience. "The Lark Now Leaves His Wat'ry Nest" was the most brilliant among the American songs. The negro melodies took well with the audience, and she was recalled time and again after singing these. She played her own accompaniments for these.

Miss Lois Gorrell, of the piano department of the Training School, played the accompaniments. The sympathetic playing as she followed the mood of each song and of the singers aided greatly in the interpretation.

The program was as follows:

1 Classical Airs:

- a The Lass with the Delicate Air.....*Arne*
- b Rose Softly Blooming.....*Spohr*
- c Norwegian Echo Song.....*Thrane*

(As sung by Jenny Lind)

2 Russian and French Songs:

- a The Shepherd Lehl.....*Rimsky-Korsakoff*
- b Song of India.....*Rimsky-Korsakoff*
- c Twilight.....*Massenet*
- d Les filles de Cadiz.....*Delibes*

3 American Songs:

- a The Lark Now Leaves His Wat'ry Nest.....*Parker*
- b Smilin' Through.....*Penn*
- c A Maid Sings Light.....*MacDowell*
- d Consecration.....*Manney*
- e Little Bit O'Honey.....*Bond*
- f Mammy's Song.....*Ware*

4 Aria from Romeo et Juliette.....*Gounod*

Registration days, September 29 and 30, were busy days in the office. The enrollment for the fall was 311.

The Training School, with the registration nearly 300, began class work on October 1. Every room that will be available through the year had been assigned and a large number refused admission.

There was the largest registration the school has ever had at the opening of the fall term, and the largest senior class. Eighty-one were on hand for the opening and six entered the class later.

President Wright at the first assembly hour told the students that if he followed the custom of many other schools, he would have big speeches by local celebrities who would solve the educational problems of the day, but he believed in doing things first and in giving them practical, helpful suggestions that would help them to get adjusted to the work, and the interesting speeches could come the next week. He then explained carefully certain sections of the catalogue.

A unit of the Teachers' Assembly was formed by the Training School. This entitled them to three delegates to the Asheville meeting. These were President Wright, Mr. Wilson, and Miss McFayden, with Mr. Austin and Miss Graham as alternates. The officers of the unit are as follows: President, R. H. Wright; vice-president, H. E. Austin; secretary-treasurer, Maria D. Graham.

The Poe Literary Society has presented to the school a moving picture outfit and the school has made arrangements for a moving picture show once a week for the next twelve months. The students are enjoying very greatly these movie shows. The pictures shown so far are these: Lorna Doone, Treasure Island, The Ring and the Book, and Which Shall it Be? Some comedy reels are occasionally with the heavier picture.

The carpenters have been busy at the Training School ever since last March. A new wing has been added to east dormitory, a number of changes made in the administration building, and a few in west dormitory.

The new wing is very attractive. This wing has the general appearance of the other wing but has more conveniences and is more up-to-date. There is running water in every room; there are shower baths in the lavatories. The floors in the building are concrete but are covered with a plank flooring.

A number of changes were made in the administration building. The basement was finished and made into a new postoffice, new stationery room, three classrooms, storage room, and a vault.

What was the library was divided into two parts: the secretary's office and the private office of the president. As you come in the door to the administration building, to your right is a small reception room. The library is now in what was the history room, classroom number 4, which is on the northwest corner of the building. The entrance to the administration building was enlarged, greatly improving and making the hall very spacious.

In the west dormitory the rooms at the east end of the front hall have been remodeled and built into very attractive parlors. The parlors are shut off from the other part of the dormitory by doors.

"Moving day" was celebrated on November 12 and 13. The contractors promised President Wright to have the new wing ready by September 28th. President Wright had faith in this promise and word was sent to the girls to come. But the new wing was not finished. It was then promised to be completed in two weeks. The girls were allowed to stay here if they were willing to put up with camping three or four in a room. The rooms were crowded with beds, hardly room enough to move around; when the girls went to visit each other, they had to sit on the beds while being entertained because the rooms were too crowded to contain chairs. At the end of two weeks the building seemed no nearer completion so we were still kept in suspense. At the end of the seventh week the command was given to "move." The day before, November 12, the teachers moved from their quarters on the upper floor on the old front to the first floor of the new wing. They occupy the entire first floor of the new wing and have the same entrance as before. On November 13 the girls moved to the upstairs of the new wing and also occupy the rooms upstairs formerly occupied by the teachers. On that same day and on November 15 was camp cleaning day for those who did not have to move. The girls made the best of the situation and had a jolly time. There never has been a year at the Training School when the girls had a better chance to know each other than the opportunity afforded this year.

Miss Margaret Collins, a graduate of Georgia State Normal School at Athens, and of Stout Institute, Monomennie, Wis., is teacher of domestic science in place of Miss Carrie G. Scobey. Miss Scobey is at her home in Nashville, and is teaching at Peabody College for Teachers.

Miss Margaret Coble, a graduate of North Carolina College for Women and special student at George Peabody College for Teachers, is teaching the fifth grade at the Model School in place of Mrs. Virgie Aumiller. Miss Coble has been critic teacher at the Central Tennessee Normal of Murfreesboro. Mrs. Aumiller is at her home in Nashville.

Miss Fannie McClelland, formerly teacher in public schools of Memphis, Tenn., is teaching the sixth grade at the Model School in place of Miss Annie McCowan, who has a year's leave of absence for studying at Columbia University. Miss McClelland spent last year at George Peabody College for Teachers.

Miss Agnes Whiteside, formerly teacher in the Model School, after a year's leave of absence, has returned to take the place of Miss Annie Ray, as teacher of primary methods. Miss Ray has a year's leave of absence.

Miss Lula Bartholomew of Rochester, N. Y., comes straight from special study at Cornell University. She has been a very successful piano teacher, taking pupils in and around Rochester. Miss Bartholomew is taking the place of Miss Hanna H. Fahnestock who is studying in Philadelphia while on leave of absence.

Miss Lois Gorrell, formerly teacher at Chowan College, who taught here during the summer term, is continuing to teach here during the year in place of Miss Mary G. Bertolet, who has a year's leave, and is studying in New York City.

Mr. Junius Rose, by virtue of his position as superintendent of public schools of Greenville, becomes a member of the faculty in place of Mr. H. G. Swanson, who resigned to become dean in the department of education in the University of Missouri. Mr. Rose is a Trinity College graduate, and has studied at Columbia University.

Miss Bessie Harding is President Wright's private secretary in place of Miss Willa Ray, who resigned to stay at home in Raleigh. Miss Ray is stenographer in the department of education in Raleigh. Miss Harding assumed her duties at the beginning of the summer term.

Misses Bertolet and Fahnestock, piano teachers, are away on a leave of absence. Miss Bertolet is studying music in New York under Mr. Hagemann. Miss Fahnestock is studying music in Philadelphia under Mr. Ezerman.

Mrs. W. B. Carraway, who assisted Mrs. Jeter during the summer, will continue as her assistant in the dining room during the year.

Some of the members of the faculty report interesting vacations or work at other places during the summer. Miss Lewis spent some weeks studying at the School of Industrial Art, in Chicago.

Miss Wilson, after having taught in the summer school here, spent the month of August attending a school of horticulture at Ambler, near Philadelphia.

Miss Jenkins taught in the Carteret Summer School in Beaufort. By teaching she had her work and vacation combined, because during the evening and week-ends she had all the pleasures of the seashore without going after them. She was teaching North Carolina teachers so she felt that she simply had a little corner of the Training School at work in Beaufort.

Miss Muffy spent the entire summer at her cottage at La Porte, in the Pennsylvania mountains.

Miss Mead studied at Cornell University, paying special attention to normal school work in piano.

After the summer term Mr. Wilson had a few days' rest at Nag's Head.

Mr. and Mrs. Austin visited their old home in Massachusetts.

Pitt County now has twenty-one trucks carrying pupils to consolidated schools. Last year there were only four. The first one was bought in the fall of 1917. This is doing well, and at the same rate in another three years Pitt will be a consolidated county.

The Training School teachers are again assisting Superintendent Underwood with his teachers' meetings. Messrs. Wilson and Austin and Misses Maupin and Whiteside and McFadyen are teaching classes in the reading circle work.

Miss Southall, of Columbia, Tenn., is rural supervisor for Pitt County. She is entering upon her work with enthusiasm, and great things are expected from the year's work. She is a graduate of Peabody.

The school at Arthur is being used as a community center with all kinds of attractions for the people of the neighborhood. Moving picture shows, lectures, plays and other forms of entertainment are the attractions.

Student Self-Government Association

The Student Self Government Association of East Carolina Teachers' Training School has gone into effect, is working well, and will continue to work better and better as the students acquire practice by using it more and more. The rough places are being smoothed out. The spirit with which the students have entered into it is characteristic of the spirit of the school.

OFFICERS FOR THE YEAR 1920-1921

<i>President</i>	Helen Bahnson
<i>Vice-President</i>	Ethel Brothers
<i>Secretary</i>	Malissa Hicks
<i>Treasurer</i>	Pearl Harriss

COMMITTEES

Social Committee	Mary Sumner, <i>Chairman</i>
Point System Committee	Annie Laurie Baucom, <i>Chairman</i>
Campus Committee	Gladys Monroe, <i>Chairman</i>
Administration Building Committee	Nell Pappendick, <i>Chairman</i>
Nominating Committee	Elfy Holloway, <i>Chairman</i>

CLASS REPRESENTATIVES

Senior Class	Elfy Holloway
Junior Class	Helen Boone
"B" Class	Maggie Dixon

FACULTY ADVISORS

Miss Alice V. Wilson	Miss Sallie Joyner Davis	Miss Birdie McKinney
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EX-OFFICIO MEMBERS OF SCHOOL COUNCIL

<i>President</i>	Robert H. Wright
<i>Lady Principal</i>	Mrs. Kate C. Beckwith

The constitution has been carefully written and in it are incorporated the ideals of the students as well as the regulations and machinery for operating a self-governing body. A handbook has been issued that contains the constitution, by-laws, regulations, and privileges. This has been placed in the hands of every student, so that there may be no misunderstanding. The students themselves asked for the organization and it has met with the whole-hearted support of the president, the lady-principal, and the faculty and officers. Every student in school voluntarily signed a pledge saying that she would abide by the rules and regulations of the association. The machinery has been worked out to the minutest detail and the various officers, presidents, and proctors are performing their duties faithfully and well.

The purpose of the organization is given in the constitution:

The purpose of this association shall be to develop self-control; to direct matters concerning the school life, not reserved to the jurisdiction of the faculty; to encourage right ideals and to promote a sense of personal responsibility in the students of the school; to keep in sympathetic touch and cooperation with the student government movement.

The duties of the officers are as follows:

Sec. 2. (a) The president shall be elected by a two-thirds majority. The other officers shall be elected by a simple majority vote. (b) These

officers shall be elected the first Monday in April to go on duty the first Monday in May. (c) Vacancies shall be filled within three days by special election.

Sec. 3. (a) The duties of the president shall be to call and preside over all meetings of the student self-government association; to summon before her at her discretion any member of the student self-government association; to grant dormitory permissions. (b) The duties of the vice-president shall be to act in the absence of the president. (c) The duties of the secretary shall be to record the proceedings of all meetings of the association and of the students' council, to post all official notices, to submit to the lady principal the lists of members, officers, committees and other bodies appointed by the association. (d) The duties of the treasurer shall be to keep a strict and permanent account of all receipts and expenditures, to collect fines, to present a report at the annual meetings of the association, and to perform other duties that may devolve upon her as treasurer of the association.

The specific work of each department is given as follows:

LEGISLATIVE DEPARTMENT

The legislative powers of this association shall be vested in the association as a whole.

EXECUTIVE DEPARTMENT

Section 1. The executive powers of this association shall be vested in the student council composed of the officers of the association, one representative of each of the classes except the "A" class, and the four house presidents.

Sec. 2. It shall be the duty of this council to enforce the rules of the association and to consider the business of that body. This council shall have the power to remove members serving on committees when deemed necessary.

Sec. 3. (a) No conditioned student is eligible for membership on the student council. (b) A council member who fails in one subject must resign immediately.

JUDICIAL DEPARTMENT

Section 1. The judicial powers of this association shall be vested in the student council. This council may call before it and reprimand any member or members of the association. This council has the power to withdraw privileges. This council may impose penalties with the approval of the advisory board.

ADVISORY BOARD

Section 1. There shall be an advisory board composed of the president of the schools, the lady principal, and three members of the faculty selected for a period of three years. The president of the school shall be the chairman.

Sec. 2. The advisory board with the student council shall constitute the school council.

Sec. 3. The school council shall hold at least one meeting each term.

The duties of the committees and of other committees are outlined:

1. The house president and vice-president and four proctors of each house constitute one house committee. There shall be four house committees

2. House president and vice-president shall be elected at the annual meeting in April. Proctors shall be elected three times a year at the beginning of each term by their respective houses.

3. The duties of the house committees shall be:

a. To uphold ideals of student government and to enforce its regulations.

b. The house committees shall, provided the case be of sufficient importance, report said case to the student council.

4. Duties of the house president shall be:

a. To preside over all meetings of her house and her house committee.

b. She may call before her at her discretion any member residing in her house.

c. She shall read and explain all rules and regulations at the first meeting of her house.

d. She may give permissions within the bounds of her house.

e. In granting permissions no dormitory regulation shall be violated.

5. The proctors as members of the house committee must do their part by keeping order in their sections.

a. She must inform members of her section of such matters as she is instructed by her house president.

b. Each proctor shall have the power to appoint sub-proctors in her section to assist her.

Sec. 5.—Committees.

1. Social.

The social committee shall have charge of all social functions of the association. There shall be an annual social every fall for the new students.

2. Point system committee.

It shall be the duty of this committee to keep a record of the honors and number of points held by each student during her school career.

3. Campus committee.

The campus committee shall be monitors for the appearance of the campus and the behavior of the students while on the campus.

4. Administration building.

It shall be the duty of the administration building committee to look after the conduct of students while in the administration building: on recitations, in the library, in the auditorium, at chapel and vespers, at the post office and especially in the dance hall.

5. Nominating committee.

The nominating committee shall nominate and post the names of at least three girls for each office of the association one week before the election of officers.

The regulations cover specifically and clearly, so that there is no chance of misunderstanding, such matters as meal hours, study hours, spending week-ends away from school, and gives a list of the privileges, such as attending moving pictures, shopping, receiving callers, etc.

The house presidents, vice-presidents, and the proctors for this term are as follows:

WEST WING OF WEST DORMITORY

<i>House President</i>	Jennie Mae Dixon
<i>Vice-President</i>	Inez Bradley
<i>Proctors</i> —(up-stairs).....	Marjorie Waite and Sara Smith
<i>Proctors</i> —(down stairs).....	Louise Buffaloe and Annie Smith

EAST WING OF WEST DORMITORY

<i>House President</i>	Camilla Pittard
<i>Vice-President</i>	
<i>Proctors</i> (up stairs).....	Margaret Hayes and Grace Jenkins
<i>Proctors</i> (down stairs).....	Eva Cooke and Trixie Jenkins

WEST WING OF EAST DORMITORY

<i>House President</i>	Elizabeth Brown
<i>Vice-President</i>	Agnes Smith
<i>Proctors</i> (up stairs).....	Myrtle Redfearn and Grace Strassburger
<i>Proctors</i> (down stairs).....	Effie Fuller and Ruth Poindexter

EAST WING OF EAST DORMITORY

<i>House President</i>	Helen Croom
<i>Vice-President</i>	Katy Harris
<i>Proctors</i> (up stairs).....	Sarah Pearson and Virginia Rhea

Biennial Report of the President

The president of the school in his biennial report to the Board of Trustees, which is made at the close of the fiscal year preceding the meeting of the General Assembly of North Carolina, summarizes the work of the school for the two years, and forecasts the needs of the school for the next two years.

In the beginning of the report for this year, he has the following:

The school years 1918-1920 cover a period of readjustment following the World War, and in many respects they have been the most uncertain years in our history. The markets have been so unstable that it has been impossible to tell what to buy or when to buy. It has also been impossible to forecast what charges to make to students, and therefore we have been at a loss to know what to recommend to you in all matters that deal with money. But with all this uncertainty these have been years of unprecedented prosperity for our people. Such times as a rule do not stimulate young women to prepare for the profession of teaching. Yet we have been forced to refuse admission to a large number of applicants for the lack of room. Our enrollment has not materially increased during this biennial, simply because we could not take more students. The new dormitory that is now nearing completion will enable us to take sixty students more than heretofore. Three hundred and eleven have been enrolled this fall and our capacity is barely 300. Give us the accommodations and we will give the State teachers. The following is our enrollment by years since the school was opened:

After reviewing the enrollment in the school year by year, and the gifts from the beginning of the school, he comments on the educational outlook, and gives the place of this school in the State scheme of education.

The educational outlook. We are in the midst of an educational crisis in our State and in our nation. To use a quotation found on the front page of the National Citizens' Conference on Education held in Washington, D. C., last spring "The school situation is a national menace." In 1918-1919 we lost in the nation at least 140,000 teachers. They went into more lucrative positions, some at an increase of 100% and many at an increase of 50% in their annual incomes. In North Carolina we prepare annually in round numbers two hundred teachers for public schools, and we need two thousand. Our children are taught by untrained and inefficient teachers, and so long as this condition exists it is perfect folly to speak of giving equal educational opportunities to the children of our State.

The hope of our civilization, the stability of our government, and the

safety of our homes depend upon an educated citizenship. It is true, therefore, that the schools of America today present a situation that is a national menace and North Carolina is in the lower half of our State systems, so far as trained teachers and the amount spent per capita per pupil is concerned.

"A nation is as great as it is educated." "The richest and the most powerful nations are those with the best school systems and they have not established good school systems because they are rich and powerful, but they are rich and powerful because they have established good school systems. Wherever there is adequate provision for education, there are found successful governments, great industrial efficiency and large national wealth" (War Loan organization). Therefore the dollar spent by our State in education will count for more than any other dollar spent by our State.

The responsibility that rests upon this generation for the education of the children of today is greater than the responsibility that has ever rested upon any previous generation. The world will look back upon this testing period with approval or condemnation in the proportion with which we meet our obligations. If we do not save the present generation of children and save them through proper education the civilization of the world will be bound to go backward and we will be responsible. The trying time of the World War was not when the armies faced each other on the battle lines of France, but it is today when we are adjusting ourselves to the new order of things.

There are many encouraging signs in our State today. Last summer we had over 50% of our white public school teachers taking from six to eight weeks. The new salary schedule is a stimulus to our young women to take training for teaching. Now for the first time in our State's history it pays to prepare for the work.

Our Place in the State Scheme:—This school holds a rather unique place in the State's educational scheme. It is the only school in the State with the one purpose of training teachers for the public schools. We are bending our every energy to this one purpose. We are not attempting to train for work above the grades. In the State's scheme we are not meeting the requirements in the grades and can never meet these requirements until we put in a four years' course of study, for the highest primary certificate and the highest grammar grade certificate call for four years beyond the high school course. This school must be allowed to fulfill its mission.

He then makes a report of the building that has been done in the past two years and itemizes the needs of the school, telling in detail, exactly what permanent improvements are needed and exactly what

each building will cost. The recommendations of the board in its report to the General Assembly which is reported below, points out these needs for the buildings.

The report closes with the following statements:

"This will give us a school with a capacity for housing and teaching 550 students. I can get the students here before you can have the buildings erected. The need for trained teachers is so great that North Carolina cannot afford to refuse the request for enlarging this school. We cannot wait, because our children are growing up in ignorance while we debate the question of providing adequate teacher training facilities. **WE MUST GO FORWARD!**"

The meeting of the Board of Trustees on November 4 was one of the most important ever held by this body. The plans outlined by them and the recommendations that are to be made to be presented to the next General Assembly of North Carolina are far-reaching and will mark an epoch not only in the history of the school but in the history of education in North Carolina. They propose to offer, in addition to the two years' course now offered, a four year's course beyond the standard high school. This will enable the teacher to prepare herself in this school for the highest grade of certificate granted to the elementary teachers in North Carolina.

The special session of the legislature last summer adopted a scheme of certification of teachers, giving a minimum salary for each grade of certificate and for the granting of the certificates according to training. The highest grade requires four years beyond the standard high school. As the Training School is an integral part of the State system of education, and has for its specific purpose the training of teachers for the elementary schools of the State, it necessarily means that the work of this school be extended to meet the requirements.

The purpose of the school is in no way changed, but its work is merely extended and enlarged. The same opportunities as heretofore will be given, but those who want greater opportunities will not have to go elsewhere to get them. The faculty is busy working on the course of study and will have it ready to go into effect next year. At the special session of the legislature the charter was changed so that the school was given the right to grant degrees. This would within itself mean the addition to the course.

The enlargement of the scope of the work means an enlargement of the plan. The board mapped out the school and is asking the next General Assembly for \$965,000 for this purpose.

Addition to the administration building class rooms, music rooms, toilet rooms, the stage and improving the domestic science department.

Teachers' apartment house and dormitory.

New library building.

Building and equipment for physical training and gymnasium.

Remodeling the power and heating plant and enlarging power house, rearranging and furnishing new electric equipment.

Six cottages for employees.

Improvements to the grounds, paving roads through the grounds that are used for heavy hauling.

Furniture for administration building and dormitory.

Fire protection.

Enlarging dining room and serving pantry, kitchen and bakery.

New dormitory for 220 students.

Dairy and land for same.

President Wright, at the Assembly hour, announced to the students the action of the board. The school received the news with enthusiasm. He explained that the State is working on a scheme for teacher training that will have as its aim giving every child in the State a chance to have a well-trained teacher. North Carolina, he said, spent more on the war than she had spent for her own maintenance for one hundred years and yet came out with a bigger bank balance than she had ever had. She spent \$169,000,000 for war to help fight Germany, he believes that she should spend for construction as much as one-tenth of what she spent for destruction, and that would be about \$17,000,000. The time has come to make a war in North Carolina against ignorance. The Board of Trustees has begun war. It may be that the people of the State and the members of the General Assembly have not yet caught the vision, therefore he urged the young women to go out as missionaries and preach the gospel of better teachers for children and better opportunities for teachers.

He paid a high tribute to the Board of Trustees, saying that no school had a better board; this board sees the best things for the children of the State and wants the best for this school. President Wright says that he is not one of those presidents who is opposed to building other schools; he believes in doing whatever will give a better chance to the children of the State. "We can help others and they can help us."

